Agenda of Regular Meeting

The Board of Trustees
Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held September 15, 2026, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
Adela & Gilbert Vasquez Middle School Students Issabella Fisher and Damian Mendoza
4. Invocation: Children's Pastor Burke Millard, Crossroads Church
5. Special Presentations:
Introduction of Teacher Incentive Allotment Level Up Teachers
Announcement of AP Scholars, AP Scholars with Honor, and AP Scholars with Distinction
6. Trustees' Swearing-In Ceremony
    A. Administration of Board of Trustees' Oath of Office
7. Opening Remarks by Superintendent
8. Public Comment
9. Bond 2023
    A. Bond 2023 Update 3
    B. Discussion of and Request for Approval to Revise the Estimated Cost for the Job Order for Bond 2023 Priority 1 & 2 Construction - Carver EEC 4
10. Action Items
    A. Discussion of and Request for Approval of Purchases over $100,000 6
    B. Discussion of and Request for Approval of Ordinance to Set 2026 Tax Rate for 2026-2027 9
    C. Discussion of and Request for Approval of the Annual Certification of Compliance with Certain Laws under Texas Education Code §39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session) 11
    D. Discussion of and Request for Approval of Donation of Obsolete School Buses to Odessa College 368
    E. Discussion of and Request for Approval of the 2026-2027 ECISD Campus Improvement Plans 369
11. Consent Agenda 1812
    A. Request for Approval of Minutes of Meetings 1813

B. Request for Approval of Bills for Payment 1828
C. Request for Approval of Acceptance of Donations Over $10,000 1845
D. Request for Approval of Recommendations of Library Materials 1848
E. Request for Approval of Amended Resolutions for Police Grants from the Office of the Governor 1850
F. Request for Approval of Initial Memorandum of Understanding with Grand Canyon University for Preparing and Retaining Educators through Partnership Grow Your Own (PREP GYO) Program 1854
G. Request for Approval of Board T-TESS and T-PESS Appraisers for 2026-2027 1859
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Children with Disabilities 1861
I. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Parent Power Program 1869
J. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permain Basin (GOPB), Inc. Head Start School Readiness Academy - Transition 1872
K. Request for Approval of Memorandum of Understanding between Ector County ISD and Star Tech Group LLC for the Access College and Career Online Platform 1875
L. Request for Approval of Personal Services by Perla Quintana for an ESL Instructor for Odessa College Pursuant to Texas Education Code §11.006 (c) 1884
M. Request for Approval of the Updated 2026-2027 Dual Credit Matrix 1885
N. Request for Approval of Odessa High School Dance Student Out-of-State Travel to Los Angeles, CA 1888
12. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.]; Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
13. Information Items 1893
A. Financials 1894
B. Purchases Over $100,000 Informational Report 1899
C. Routine Personnel Report 1905
D. Added and Reclassification Memorandum September 2026 1909
14. Closing Remarks by Superintendent
15. Adjournment

BOND 2023 UPDATE

Superintendent and Board of Trustees will discuss various aspects of the 2023 Bond.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Chief of Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL TO REVISE THE ESTIMATED COST FOR THE JOB ORDER FOR BOND 2023 PRIORITY 1 & 2 CONSTRUCTION – CARVER EEC**

DATE: September 15, 2026

Pursuant to Texas Government Code Section 2269.053(a) and Board Policy CV (LEGAL), the administration recommended that the Board of Trustees delegate to the Superintendent the authority to negotiate the terms of, and execute, work orders under the Job Order Contracts (AIA Document A121 Master Agreement Between Owner and Contractor) previously approved by the Board. The Board of Trustees also delegated to the Superintendent the authority to approve changes to the scope of work where such changes are within the Owner's contingency, and which do not exceed 10 percent of the estimated cost of work. The administration recommends that the estimated cost for the Priority 1 and 2 job order associated with Carver EEC be increased to $85,444.43. This change will allow for the work associated with Carver EEC to be completed in the most seamless manner. This change better approximates the potential cost for this project.

****

Administrative Recommendation:

That the Board of Trustees approve the change with regard to the estimated cost for the Bond 2023 Priority 1 and 2 job order at Carver EEC.

Stacey Nunez
Executive Director of District Operations
(432) 456-9659
802 N. Sam Houston
Odessa, TX 79761
stacey.nunez@ectorcountyisd.org

ECISD District Operations

RFP #24-31 – Job Order Contracting Services for General Construction – Job Packages for 26-27 –Carver Early Education Center

- **Purpose:** Amstar Inc. is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Carver Early Education Center:
    - Building Envelope – Waterproofing Sealant
    - Building Envelope – Wall Repair – Exterior
    - Plumbing- Domestic Water

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.
- **Cost:** Previously Approved $67,600.45
  Increase Required $17,843.98
  New Total Amount $85,444.43
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
    - Amstar Inc.

_____ _____
Board Approval Date

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Albessa Chavez, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $100,000**

DATE: September 15, 2026

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

****

Administrative Recommendation:
Approval of Purchases over $100,000

ECISD
Request for purchases over $100,000
September 2026

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor/Department	Reference	Service/ Product	Service/Product Summary	Contract Term
1R	Parkhill, Smith & Cooper, Inc.	$1,000,000	General Funds 199	Anthony Sorola District Operations	ECISD Awarded RFP 26-06	Facility Condition and Education Adequacy Assessments with Long-range Capital Planning	ECISD requires the assistance of a qualified firm to evaluate the condition and adequacy of facilities in the school district and planning with regard to future facility usage and future construction needs. The development of a long-range facility plan is also a key facet of this solicitation.	FY 2026-2027

Anthony Sorola
Chief of District Operations
802 N. Sam Houston
Odessa, TX 79761
432-456-9659

District Operations

Renewal RFP 26-06 Facility Condition and Education Agency Assesments w/ Long Range Capital Planning –

1 of **4** Optional Renewals

- **Purpose:** ECISD requires the assistance of a qualified firm to evaluate the condition and adequacy of facilities in the school district and planning with regard to future facility usage and future construction needs. The development of a long-range facility plan is also a key facet of this solicitation.
- **Background Info:** The 2023 ECISD Bond Program called for the construction of new buildings. At the same time, other facilities are undergoing renovations and changes are anticipated regarding work spaces for some staff and learning spaces for some students. As these changes take place along with the new construction related to the Bond Program, it is imperative that ECISD leaders make decisions with regard to facility usage that are rooted in a thorough facility evaluation and guided by a long-range facility plan
- **Costs:** $1,000,000
- **Funding Source:** 199 – General Fund
- **Recommended Supplier/Service Provider:**
    - Parkhill, Smith & Cooper, Inc.

Board Approval **Date**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Albessa Chavez, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ORDINANCE TO SET 2026 TAX RATE FOR 2026-2027**

DATE: September 15, 2026

Tax rate is as follows:

Maintenance & Operations	(M&O)	.7395
Debt Service	(I&S)	.2544
Total		.9939

****

Administrative Recommendation:

Approval of Ordinance to set the 2026 Tax Rate for 2026-2027 at $.9939

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 15, 2026

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2026 at a total tax rate of $.9939 to be assessed and collected by the duly specified assessor and collector as follows:

$ .7395 for the purpose of maintenance and operation, and

$ .2544 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 4 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $29.

Adopted this 15th day of September, 2026, by the Ector County ISD Board of Trustees.

Signed: _____
Dr. Steve Brown, President, Board of Trustees

Attest: _____
Robert Thayer, Secretary, Board of Trustees

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Chief of Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE ANNUAL CERTIFICATION OF COMPLIANCE WITH CERTAIN LAWS UNDER TEXAS EDUCATION CODE 39.008, AS ENACTED BY SENATE BILL 12 (89TH TEXAS LEGISLATIVE SESSION)**

DATE: September 15, 2026

By September 30th of each year, the superintendent must certify to the Texas Education Agency that the district is in compliance with Senate Bill 12: Education Code 11.005 (prohibition on DEI duties) and Education Code 28.0022 (instructional requirements and prohibitions). The school district must identify the policies, procedures, and guidelines that were updated, primarily through TASB Policy Update 126, TASB Policy Update 127, and TASB Regulations Resource Manual Update 73. The school district must also identify how these changes were communicated to district employees and contractors. Furthermore, the district must also allow for public commentary as part of the certification process.

****

Administrative Recommendation:

That the Board of Trustees approve the annual certification with regard to district compliance with Senate Bill 12.

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: _Ector County Independent School District__

County-District Number (CDN): ___068-901_____

Superintendent/CEO Name: ___Keeley S. Boyer, Ed.D._____

Certification School Year: ___2026-2027_____

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

TASB Policy Services assisted districts with identifying and updating a number of policies that are required under both Texas Education Code 11.005 (c) and Texas Education Code 28.0022 (h). Those policy codes are listed below:

- BJA (Legal) Superintendent: Qualifications and Duties
- BJCF (Local) Superintendent: Nonrenewal
- BT (Legal) Prohibition on Diversity, Equity, and Inclusion Activities
- CDC (Legal) Other Revenues: Gifts and Solicitations
- CJ (Legal) and CJ (Local) Contracted Services
- CMD (Legal) Equipment and Supplies Management: Instructional Materials Care and Accounting
- CQA (Legal) Technology Resources: District, Campus, and Classroom Websites
- DF (Legal) Termination of Employment
- DFBB (Local) Term Contracts: Nonrenewal
- DG (Legal) Employee Rights and Privileges
- DH (Local) Employee Standards of Conduct
- EMB (Legal) Miscellaneous Instructional Policies: Teaching About Controversial Issue
- FOA (Legal) Student Discipline: Removal by Teacher or Bus Driver

Staff and student handbooks were updated to ensure compliance with TEC 11.005 (c) and Texas Education Code 28.0022 (h). Furthermore, a thorough review of the departmental handbooks, student transfer guidelines, procurement guidelines, and the Student Code of Conduct took place in light of this legislation. Employees and contractors were made aware of these changes via email and website communication facilitated by our Chief of Communications, Chief of Operations, and Chief Financial Officer. All policies, regulations, and exhibits were made available to employees and contractors both electronically and in written format.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? ☒ **Yes** ☐ No

If yes, describe or attach a copy of the changes below.

As stated above, numerous policies are required by Texas Education Code 11.005 and Texas Education Code 28.0022. Virtually all of these policies and procedures were already in existence in the Ector County ISD, however updates and

revisions were necessary to ensure full compliance with Senate Bill 12. Those updates and revisions were primarily addressed through TASB Policy Update 126, TASB Policy Update 127, and TASB Regulations Resource Manual Update 73. Nevertheless, TASB Policy Updates 119 and 122 presented some relevant policy revisions that preceded Senate Bill 12. Ector County ISD has approved all of the recommended updates and revisions that were presented to the school district by TASB. The updates include the following relevant policies and regulations, which are also included with this submission as an attachment:

- AE (Legal) – Educational Philosophy
- AF (Legal) – Innovation Districts
- BE (Local) – Board Meetings
- BED (Local) – Board Meetings: Public Participation
- BF (Legal) – Board Policies
- BJCF (Local) - Superintendent: Nonrenewal
- BT (Legal) - Prohibition on Diversity, Equity, and Inclusion Activities
- CH (Legal) – Purchasing and Acquisition
- CJ (Legal) and CJ (Local) - Contracted Services
- CV (Legal) – Facilities Construction
- DEA (Legal) – Compensation and Benefits: Compensation Plan
- DF (Legal) - Termination of Employment
- DFBB (Local) - Term Contracts: Nonrenewal
- DGBA (Legal) and DGBA (Local) – Personnel-Management Relations: Employee Complaints/Grievances
- DH (Legal) and DH (Local) - Employee Standards of Conduct
- BJA (Legal) - Superintendent: Qualifications and Duties
- CDC (Legal) - Other Revenues: Gifts and Solicitations
- CMD (Legal) - Equipment and Supplies Management: Instructional Materials Care and Accounting
- CQA (Legal) - Technology Resources: District, Campus, and Classroom Websites
- DG (Legal) - Employee Rights and Privileges
- EEP (Legal) and EEP (Local) – Instructional Arrangements: Lesson Plans
- EFA (Legal) and EFA (Local) – Instructional Resources: Instructional Materials
- EHA (Legal) – Curriculum Design: Basic Instructional Program
- EHAA (Legal) – Basic Instructional Program: Required Instruction (All Levels)
- EHBAF (Legal) – Special Education: Video/Audio Monitoring
- EIA (Legal) and EIA (Local) – Academic Achievement: Grading/Progress Reports to Parents
- FA (Legal) and FA (Local) – Parent Rights and Responsibilities
- FFA (Legal) – Student Welfare: Wellness and Health Services
- FFEB (Legal) – Counseling and Mental Health: Mental Health
- FFF (Legal) – Student Welfare: Student Safety
- FL (Legal) – Student Records
- FM (Legal) – Student Activities
- FNAB (Legal) – Student Expression: Use of School Facilities for Non-school Purposes
- FNG (Local) and FNG (Legal) – Student Rights and Responsibilities: Student and Parent Complaints/Grievances
- FO (Legal) – Student Discipline
- GF (Legal) and GF (Local) – Public Complaints
- EMB (Legal) - Miscellaneous Instructional Policies: Teaching About Controversial Issues
- FOA (Legal) - Student Discipline: Removal by Teacher or Bus Driver

- BED (Exhibit) - Board Meetings: Public Participation
- DGBA (Exhibit) - Personnel – Management Relations: Employee Complaints and Grievances
- FNG (Exhibit) - Student Rights and Responsibilities: Student and Parent Complaints/Grievances
- GF (Exhibit) - Public Complaints

Staff and student handbooks were also updated to ensure compliance with Senate Bill 12. Furthermore, a thorough review of the student transfer guidelines, procurement guidelines, and the Student Code of Conduct took place in light of Senate Bill 12. Senate Bill 12 also prompted revisions to the in-service training that is done for all employees of the school district at the beginning of the school year.

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ Yes ☒ **No**

Total cost savings: $ ___0_____

If yes, describe or attach a copy of the cost savings.

At this time, no cost savings have been identified.

Section 5: Board Approval

Date of Board/Governing Body Meeting: _September 15, 2026_____

Meeting notice was posted on LEA website at least seven days in advance: ☒ **Yes** ☐ No

Public testimony opportunity provided during meeting: ☒ **Yes** ☐ No

Certification approved by majority vote: ☒ **Yes** ☐ No

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: _____

Date: _____

SWORN TO AND SUBSCRIBED before me on this _____ day of _____, 20_____.

_____

Notary Public, State of Texas

Vision Statement and Goals

A board shall adopt a vision statement and comprehensive goals for the district and the superintendent. *Education Code 11.1511(b)(2)*

Public Education Mission, Goals, and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Objectives

The objectives of public education are:

Objective 1: Parents will be full partners with educators in the education of their children.

Objective 2: Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

1. Increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
2. Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
3. Guide students toward understanding and productively functioning in a free enterprise society.

Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education.

Goal 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Goal 5: The students who graduate high school in the public education system will have the skills and credentials necessary to immediately enter this state's workforce.

Goal 6: The students who graduate high school in the public education system and who elect to pursue postsecondary education will be ready for postsecondary coursework without the need for remediation.

Education Code 4.001, .002

Definitions

"District-level committee" means the committee established under Education Code 11.251, or a comparable committee if the district is exempted (or has exempted itself) from this provision.

"Innovation plan committee" means a committee appointed by the board of trustees to develop the innovation plan in accordance with statutory requirements. The district-level committee may also serve in this role.

"Public hearing" means an open meeting held by the board of trustees that allows members of the public to hear facts about the proposed plan and designation and provides the opportunity for the public to give opinions and comments on the proposed actions.

"Public meeting" means an open meeting held by the board of trustees that allows members of the public to hear facts about the proposed plan and designation.

"Unacceptable academic performance rating" means a rating of Improvement Required or Unacceptable Performance or as otherwise indicated in the applicable year's academic accountability manual.

"Unacceptable financial accountability rating" means a Financial Integrity Rating System of Texas (FIRST) rating of Substandard Achievement as indicated in the applicable year's financial accountability system manual.

19 TAC 102.1301

District of Innovation

A district is eligible for designation as a district of innovation if the district's final and most recent performance rating under Education Code 39.054 reflects at least acceptable performance.

A board may not vote on the final approval of the innovation plan if the district is assigned either a final or preliminary rating below acceptable performance. In the event the preliminary rating is changed, the board may then vote to become an innovation district.

Consideration of designation as a district of innovation may be initiated by a resolution adopted by the board or a petition signed by a majority of the members of the district-level committee [see BQA].

Education Code 12A.001; 19 TAC 102.1303

Public Hearing

After adopting a resolution or receiving a petition for consideration as a district of innovation, a board shall hold a public hearing as soon as possible, but not later than 30 days, to consider whether the district should develop a local innovation plan for the designation of the district as a district of innovation.

At the conclusion of the public hearing or within 30 days after conclusion of the public hearing, the board may decline to pursue designation of the district as a district of innovation or appoint a committee to develop a local innovation plan.

The board may outline the parameters around which the innovation plan committee may develop the plan.

Education Code 12A.002; 19 TAC 102.1305

Local Innovation Plan

A local innovation plan meeting all legal requirements must be developed for a district before the district may be designated as a district of innovation.

The local innovation plan must provide for a comprehensive educational program for the district, which program may include:

1. Innovative curriculum, instructional methods, and provisions regarding community participation, campus governance, and parental involvement;
2. Modifications to the school day or year [see EB, EC];
3. Provisions regarding the district budget and sustainable program funding;
4. Accountability and assessment measures that exceed the requirements of state and federal law; and
5. Any other innovations prescribed by the board of trustees.

The plan must also identify requirements imposed by the Education Code that inhibit the goals of the plan and from which the district should be exempted on adoption of the plan, subject to Education Code 12A.004.

The commissioner of education shall maintain a list of provisions from which designated districts of innovation are exempt. The commissioner shall notify the legislature of each provision from which districts enrolling a majority of students in this state are exempt.

Education Code 12A.003, .004(b); 19 TAC 102.1305(d)

Prohibited Exemptions

A local innovation plan may not provide for the exemption of a district designated as a district of innovation from the provisions listed in Education Code 12A.004 and 19 Administrative Code 102.1309.
Education Code 12A.004; 19 TAC 102.1309

An innovation district may not be exempted from the following sections of the Education Code and the rules adopted thereunder:

1. A state or federal requirement, imposed by statute or rule, applicable to an open-enrollment charter school operating under Education Code Chapter 12, Subchapter D, including, but not limited to, the requirements listed in Education Code 12.104(b), and:
    a. Education Code Chapter 22, Subchapter B;
    b. Education Code Chapter 25, Subchapter A, sections 25.001, .002, .0021, .0031, and .004;
    c. Education Code Chapter 28, sections 28.002, .0021, .0023, .004, .005, .0051, .006, .016, .0211, .0213, .0217, .025, .0254, .02541, .0255, .0258, .0259, and .026;
    d. Education Code Chapter 29, Subchapter G;
    e. Education Code Chapter 30, Subchapter A;
    f. Education Code 30.104;
    g. Education Code Chapter 34;
    h. Education Code Chapter 39; and
    i. Education Code Chapter 39A.
2. Education Code Chapter 11, Subchapters A, C, D, and E, except that a district may be exempt from Education Code 11.1511(b)(5) and (14) and 11.162;
3. Education Code Chapter 12, Subchapter C;
4. Education Code Chapter 12A;
5. Education Code Chapter 13;
6. Education Code 21.0032;
7. Education Code 21.057;
8. Education Code Chapter 37;
9. Education Code Chapter 44, sections 44.0011, .002, .003, .004, .0041, .005, .0051, .006, .007, .0071, .008, .009, .011, .0312, .032, .051, .052, .053, and .054;
10. Education Code Chapter 45, sections 45.003, .0031, .005, .105, .106, .202, and .203;
11. Education Code Chapter 46;
12. Education Code Chapter 48; and
13. Education Code Chapter 49.

In addition to the prohibited exemptions specified above, an innovation district may not be exempted from:

1. A requirement of a grant or other state program in which the district voluntarily participates;
2. Duties that the statute applies to the execution of that power if a district chooses to implement an authorized power that is optional under the terms of the statute;
3. A requirement of a grant or other state program authorized in the Education Code that would otherwise entitle the district to participation in that program; and
4. Requirements imposed by provisions outside the Education Code, including requirements under Government Code Chapter 822.

19 TAC 102.1309; Education Code 12A.004, 21.057(f)

Adoption of Local Innovation Plan

The board may not vote on adoption of a proposed local innovation plan unless:

1. The final version of the proposed plan has been available on the district's website for at least 30 days;
2. The board has notified the commissioner of the board's intention to vote on adoption of the proposed plan; and
3. The district-level committee [see BQA] has held a public meeting to consider the final version of the proposed plan and has approved the plan by a majority vote of the committee members. The public meeting may occur at any time, including up to or on the same date at which the board intends to vote on final adoption of the proposed plan.

The board may adopt a proposed local innovation plan by an affirmative vote of two-thirds of the membership of the board.

On adoption of a local innovation plan, the district is designated as a district of innovation for the term specified in the plan, but no longer than five calendar years, and shall begin operation in accordance with the plan. In addition, the district is exempt from state requirements identified under Education Code 12A.003(b)(2). [See Local Innovation Plan, above]

The district shall notify the commissioner of approval of the plan along with a list of approved exemptions by completing the agency’s form provided at 19 Administrative Code 102.1307(d).

A district's exemption under the plan includes any subsequent amendment or redesignation of an identified state requirement, un-

less the subsequent amendment or redesignation specifically applies to an innovation district.

The district shall ensure that a copy of the plan is posted on the district's website in accordance with Education Code 12A.0071, for the term of the designation as an innovation district.

Education Code 12A.005; 19 TAC 102.1307

Notice to TEA

Not later than the 15th day after the date on which the board finalizes a local innovation plan either through adoption, amendment, or renewal, the district shall provide a link to the local innovation plan as posted on the district's website to the Texas Education Agency (TEA). TEA shall promptly post the current local innovation plan on the agency's website. *19 TAC 102.1307(g); Education Code 12A.0071(b)*

Term

The term of a district's designation as a district of innovation may not exceed five years and is effective upon district approval and notification of the plan to the TEA. A district may only have one innovation plan at any given time. *Education Code 12A.006; 19 TAC 102.1311*

Amendment, Rescission, or Renewal of Local Innovation Plan

A local innovation plan may be amended, rescinded, or renewed if the action is approved by a vote of the district-level committee [see BQA] and a two-thirds majority vote of the board.

An amendment to an approved plan does not change the date of the term of designation as an innovation district. Exemptions that were already formally approved are not required to be reviewed.

A district must notify TEA within five business days of rescission and provide a date at which time it will be in compliance with all sections of the Education Code, but no later than the start of the following school year.

During renewal, all sections of the plan and exemptions shall be reviewed, and the district must follow all components outlined in 19 Administrative Code 102.1307 relating to Adoption of Local Innovation Plans, except that a district is not required to notify the commissioner of the board's intention to vote on the adoption of the proposed plan.

The district shall notify the commissioner of any actions taken along with the associated exemptions and local approval dates.

A district must meet eligibility requirements under 19 Administrative Code 102.1303 in order to renew an innovation plan.

Education Code 12A.007; 19 TAC 102.1313

Renewal Timeline

In the event that a district fails to renew a plan prior to the expiration of its term, a district may renew the plan in the six months subsequent to the plan's date of expiration in order to maintain a continuous designation as a district of innovation.

The term of a renewed plan, subject to 19 Administrative Code 102.1311, may not begin prior to the date on which the board votes to adopt the renewed plan, unless the plan is adopted during the six months subsequent to the plan's date of expiration.

If a plan is renewed during the timeline described in this provision, the renewed plan will have a term not to exceed five calendar years, beginning on the date of expiration of the prior term.

If a plan is renewed during the timeline described in this provision and changes are made to the plan during the renewal process, those changes will be in effect from the date of adoption of the renewed plan through the expiration date of the renewed plan, unless amended, rescinded, or terminated.

If changes are made to the plan during the renewal process, the district shall mark the changes with the date of the vote to renew the plan in order to denote the earliest date those changes may take effect.

A district whose plan is not renewed during the timeline described in this provision shall comply with all previously adopted exemptions immediately upon expiration of the plan and begin the adoption process over again in its entirety should the district wish to pursue designation as a district of innovation in the future.

19 TAC 102.1313(a)(3)(B)

Website Posting

A district designated as a district of innovation shall ensure that a copy of the district's current local innovation plan is available to the public by posting and maintaining the plan in a prominent location on the district's internet website. *Education Code 12A.0071(a); 19 TAC 102.1307(f)*

The district's innovation plan must be clearly posted on the district's website for the term of the designation as an innovation district. *19 TAC 102.1307(f)*

Criminal History Background Checks

A prohibition, restriction, or requirement imposed by Education Code Chapter 22, Subchapter C (district employee and volunteer criminal history records), applies to the same extent to a district of innovation or other charter entity.

The failure of a district of innovation to provide information required under Education Code 22.0832 (National Criminal History Record

Information Review of Certain Open-Enrollment Charter School Employees) may result in termination of the district's designation as a district of innovation.

Education Code 22.0815(b)-(c)

Termination by Commissioner

The commissioner may terminate a district's designation as a district of innovation if the district receives for two consecutive school years:

Discretionary Termination

1. A final unacceptable academic performance rating under Education Code 39.054;
2. A final unacceptable financial accountability rating under Education Code 39.082; or
3. A final unacceptable academic performance rating under Education Code 39.054 for one of the school years and an unacceptable financial accountability rating under Education Code 39.082 for the other school year.

The commissioner may permit the district to amend the local innovation plan to address concerns specified by the commissioner in lieu of terminating the district's designation.

Education Code 12A.008(a)-(b); 19 TAC 102.1315(a)(1)-(a)(2)

The commissioner may terminate a district's designation as a district of innovation if the district fails to comply with the duty to discharge or refuse to hire:

1. Certain employees or applicants for employment under Education Code 12.1059;
2. Certain employees or applicants convicted of certain offenses under Education Code 22A.157; or
3. Certain employees or applicants not eligible for employment or to act as a service provider in educational entities under Education Code 22A.151.

19 TAC 102.1315(a)(3); Education Code 12A.008(b-1) [See DBAA, DF]

Mandatory Termination

The commissioner shall terminate a district's designation as a district of innovation if the district receives for three consecutive school years:

1. A final unacceptable academic performance rating under Education Code 39.054;

2. A final unacceptable financial accountability rating under Education Code 39.082; or

3. Any combination of one or more unacceptable ratings Education Code 39.054 and one or more unacceptable ratings under Education Code 39.082.

Education Code 12A.008(c); 19 TAC 102.1315(b)

No Appeal

The commissioner's decision to terminate a district's designation as a district of innovation is final and may not be appealed. *Education Code 12A.008(d); 19 TAC 102.1315(d)*

Purpose

The purpose of this policy is to convey the dates, times, and intent of meetings and committees or “teams” of the Board.

Overview

The Board, in a quorum, meets to govern the District. Regularly scheduled meetings, work/study meetings, and workshops are crucial vehicles by which the Board executes its responsibility as a governing body. Board committees or “teams” further allow for the refinement of work prior to meetings of the Board in a quorum. [See BDB]

Meeting Place and Time

Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings and Work / Study Meetings

Regular meetings of the Board shall normally be held on the third Tuesday of each month at 6:00 p.m. Work/study meetings of the Board shall be held on the Tuesday preceding the third Tuesday of each month at 6:00 p.m. When determined necessary and for the convenience of Trustees, the Board President may change the date, time, or location of a regular meeting or work/study meeting with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President’s discretion or on request by two Trustees.

The Board President shall call an emergency meeting when it is determined by the Board President or two Trustees that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Deadline

The deadline for submitting items for inclusion on the agenda is the 10th calendar day before the work/study meeting. Items for the regular meetings shall be due by noon the day after the work/study meeting.

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Trustee may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Trustee.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President’s approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board

President shall not have authority to remove from the agenda a subject requested by a Trustee without that Trustee's specific authorization.

Agenda Distribution

A copy of the agenda and information on the agenda items shall be sent by the Superintendent or designee to each Trustee at least three business days prior to the scheduled date of the meeting and at least one hour prior to the time of an emergency meeting.

The Superintendent shall prepare extra agenda copies and such background materials for each meeting as deemed necessary and desirable for distribution to members of the audience at each meeting.

Under arrangements deemed suitable by the Superintendent, the Superintendent shall have an additional copy of the agenda booklet assembled and distributed (or made available) without charge to the following:

1. A representative of each of the news media, as requested, in order to assist the media in the timely and proper reporting of school business and news to Ector County citizens.
2. Various recognized Ector County teachers and parent-teacher organizations, as determined by the Superintendent, not to exceed seven in number.
3. The school attorney.

Any other requests for a copy of the agenda booklet shall be handled in accordance with requests under the Public Information Act. [See GBAA]

The Superintendent shall also see that one additional copy of the agenda booklet is made available to members of the audience for 30 minutes immediately prior to and during each meeting, for reference purposes, at a location convenient to the audience in the room where such meeting is being held. However, this shall be under an arrangement that the agenda booklet cannot be removed from this location during the meeting by anyone but shall continue to be open and available to all members of the audience throughout the meeting.

Any interested person may also obtain a copy of the agenda booklet prior to or at a meeting in the following manner:

1. Oral or written request of a copy shall be made to the Superintendent's office not less than ten days prior to the work/study meeting and not less than three days prior to a

regular Board meeting in order to allow time for efficient assembly.

2. The person requesting a copy shall inform the Superintendent's office of his or her phone number and a time period from the person that the booklet is available for pickup, as well as the charge for the copy. Such charge shall be exactly, or as near as possible to, the actual total cost to the District of the reproduction and assembly required for the copy, utilizing the least expensive means practicable for reproduction. However, in no event shall the charge exceed $.10 per page.

3. The person may then pick up his or her copy at any time during the business hours of the Superintendent's office or immediately prior to the start of the Board meeting, upon payment of the charge.

4. If any person requests a copy of the agenda booklet but fails to pick it up and pay the charge at or prior to the Board meeting, any future requests by the person must be accompanied by payment of the established charge or of an estimated charge when the exact charge cannot yet be determined. An adjustment shall be made when the copy is picked up.

5. A "standing request" for all future agenda booklets may likewise be made by any interested person, but failure to pick up and pay the charge for any booklet at or prior to the particular Board meeting shall terminate such standing order; any future requests shall be handled in accordance with item 4, above.

Notice to Trustees Trustees shall be given notice of regular and special meetings at at least three business days prior to the scheduled date of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in a closed meeting. [See BEC]

Order of Business The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Trustees.

Work Sessions Board work sessions may be scheduled as needed, with an agenda established in advance by the Superintendent in consultation with the Board presiding officer.

By no later than December 31 of each year, the Board shall schedule a strategic planning retreat to prepare for the budget formulation and any other topics as deemed necessary.

Press Conference

Conferences with the news media for the purpose of conveying official District information to the public are not subject to any of the notice and posting requirements of the Open Meetings Act, so long as no deliberation concerning public business takes place by Trustees. Such conferences shall normally be coordinated through the Superintendent's office after notification to each Trustee. Press conferences on behalf of the Board shall not be conducted for the purpose of conveying information about a matter for which no official action by the Board has taken place.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the Trustees present.

Meeting Format

The Board President shall be thoroughly familiar with the agenda prior to each meeting and shall understand the shape and tone of each meeting, keeping its image clearly before the Board and audience at all times.

The Board President shall direct the meeting in such a manner as to focus on main issues, explore the consequences of various choices, and encourage pointed discussion when it starts going around instead of ahead. The presiding officer shall move through the agenda in an orderly fashion as rapidly as reasonably feasible. Well-planned and well-conducted meetings shall see all routine requests and action items completed promptly. Delegation and special requests shall be heard at the appropriate time and in a very prompt, business-like manner.

Record Vote

Voting on any item shall be a record vote by show of hands or roll call, as directed by the Board President. All Trustees should vote or should officially abstain on each motion. A Trustee's vote or abstention shall be recorded in the minutes. The Board President shall have a vote on each motion.

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Trustee requests

that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

The recorded minutes of all meetings shall be approved by vote of the Board, shall be signed by the Board President and the Board Secretary, and shall serve as the legal record of actions taken by the Board.

The Board shall prepare and retain minutes of each of its open meetings. The minutes shall:

1. Include the subject matter of each deliberation.
2. Indicate each vote, order, decision, or other action taken by the Board.

[See CPC regarding retention of records.]

Recording

The Board encourages the press, media, and all interested individuals to attend Board meetings and to videotape or record all or any part of the open proceedings. To this end, the District and its staff shall seek to facilitate all reasonable requests relating to videotaping or recording activities. The Board does not intend to prevent or unreasonably impair recording; however, the purpose of the meeting is to conduct school business, and the proceedings shall not be interrupted for the purpose of accommodating any individual's camera coverage or tape recording. The presiding officer shall seek to minimize the potential for disruption and may stop the sonic or visual reproduction if the individual operating the equipment or the equipment itself is being disruptive or in any way interfering with the orderly conduct of the Board meeting.

Discussions and Limitation

Discussions shall be addressed to the Board President and then all Trustees. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as Trustees wish to address themselves to an item under consideration.

Exhibit A — Sample Board Operating Procedures for Public Comment

Note to developer: The sample Board operating procedures below are based on provisions typically found in policy BED(LOCAL). Adjust the following Board operating procedures as necessary to align with the District's BED(LOCAL) and submit the procedures for Board adoption prior to implementation. Insert these procedures in the District's Board Operating Procedures manual.

Speaker Sign-up

Individuals who wish to provide public comment or testimony to the Board at the designated time during a Board meeting must sign up in advance of the Board meeting by presenting their name, address, and agenda item to be discussed to the President of the Board or designee on the form provided prior to the opening of the meeting. Sign-up will open at 5:30 pm and close at 6:00 pm. When an individual signs up, the individual must indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of sign-up.

If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.

Topic of Public Comment

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

Time for Public Comment

The Board will conduct public comment at the beginning of its Board meetings.

In the interest of time and the orderly conduct of public business, the Board reserves the right to:

- Increase or decrease the per-speaker time limit to address the Board.
- Take items in a different order than shown on the meeting notice.
- Proceed first with agenda items for which no speakers have registered to provide comment.
- Recommend that comments involving the performance of individual District employees or officers be made through the grievance policy.
- Require that comments involving personally identifiable student information be made through the grievance policy.

- Continue a meeting or an agenda item to another day in order to allow adequate time for public comment.
- Make other reasonable adjustments to the timing of public comment in accordance with law.

The Board delegates to its presiding officer the authority to make reasonable adjustments to the timing and conduct of public comment in accordance with law. [See BDAA]

The presiding officer will announce these adjustments in an open meeting.

Per-Speaker Time Limit

A speaker will be given up to 45 minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds 10, the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given one minute as additional time to address the Board.

Written Comments to the Board

Instead of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

[Insert how an individual may submit written comments, for example, email, facsimile (fax), online website submission, in-person at a location]

Written submissions to the Board are subject to public disclosure in accordance with the law.

Exhibit B — Sample Statement for Introducing the Public Comment Segment of a Board Meeting

Note to developer: Adjust the following as necessary to align with the District's BED(LOCAL) and Board operating procedures adopted by the Board at Exhibit A.

"The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with the Board procedures may do so at this time. The Board asks that each participant's comments pertain to District business and be no longer than three minutes.

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures such as the following:

Due to the large number of individuals wishing to speak tonight and in the interest of time, the following adjustments to the public comment procedures will apply: The per speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board.

"For any member of the public who is accompanied by a translator, your time will be doubled as required by law."

Remember that the Board may not discuss or act upon any issues that are not posted on our agenda.

In addition, the Board has adopted policies to provide prompt and equitable resolution of complaints and concerns for employees, students or their parents, and the general public. Copies of our District policies and procedures on public comment and filing complaints are available at Ector County ISD Board Policy Manual - Policy Online

Exhibit C — Public Comment Sign-up Sheet

Note to developer: This text is based on provisions typically found in policy BED(LOCAL). Adjust the following as necessary to align with the District's BED(LOCAL) and the Board's adopted operating procedures.

Public comment at regular Board meetings will be conducted in accordance with BED(LOCAL) and the Board's procedures on public comment.

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

Instead of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

The following guidelines apply to public comment:

1. Individuals must sign up in advance of the Board meeting by in person at board meeting location. Sign-up will open at 5:30 pm and close at 6:00 pm. When an individual signs up, the individual must indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of sign-up.

2. If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.

3. The period reserved for public comment at a Board meeting will occur at the beginning of the meeting. However, in the interest of time and the orderly conduct of public business, the presiding officer may make adjustments in accordance with the Board's adopted procedures on public comment.

4. A speaker will be given up to three minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds ten, the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given more time to address the Board in accordance with the Board's adopted procedures.

5. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for the meeting.

6. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns for employees, students or their parents, and the general public. [See DGBA, FNG, and GF] Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For more information on those policies, please contact Department of School Support at 432-456-0540. If the subject of a speaker's

comment involves a pending grievance, the speaker should seek resolution through the grievance process and address the Board only at the appropriate stage of that process.

7. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters on the agenda in closed session, including matters involving individual District staff members and individual students. If a speaker's comment concerns one of these subjects, the speaker should address the concern through the District's complaint policies.

8. Rules of order and decorum will be enforced during the public comment period to ensure efficient meetings. Unlawful or disruptive conduct, including interrupting scheduled speakers, speaking out of turn, or interfering with the rights of others, will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please provide the information requested below if you wish to address the Board during the public comment period:

Name: _____

Telephone or other
contact information: _____

Will you be accompanied by a translator?

☐ Yes (if known, please provide the name of the translator: _____)

☐ No

Does the topic or topics on which you wish to address the Board appear on the current agenda?

☐ Yes

☐ No

If Yes, please indicate the topic or topics on the agenda about which you wish to address the Board:

_____

_____

If No, please list any topics on which you would like to comment that are not on the agenda for the meeting:

_____

_____

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Public comment shall occur at the beginning of the meeting. [See FA]

At all Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed three minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

Compliance The board and the district's employees must implement and comply with each policy the district is required to adopt under the Education Code or other law. *Education Code 1.007(b)*

Waivers Except as provided at Restrictions, a district or campus may apply to the commissioner of education for a waiver of a requirement, restriction, or prohibition imposed by the Education Code or rule of the State Board of Education or commissioner. An application must include:

1. A written plan approved by the board that states the achievement objectives of the campus or district and the inhibition imposed on those objectives by the requirement, restriction, or prohibition; and
2. Written comments from the campus-level or district-level committee established under Education Code 11.251.

Education Code 7.056(a), (b)

Submission and Approval A campus or district seeking a waiver must submit a written application to the commissioner not later than the 31st day before the campus or district intends to take action requiring a waiver. If the commissioner objects to an application, the commissioner must notify the campus or district in writing that the application is denied not later than the 30th day after the date on which the application is received. If the commissioner does not notify the campus or district of an objection within that time, the application is considered granted. *Education Code 7.056(b), (c)*

Duration A waiver is effective for the period stated in the application, which may not exceed three years. A campus or district for which a requirement, restriction, or prohibition is waived for a period of three years may receive an exemption from that requirement, restriction, or prohibition at the end of that period if the campus or district has fulfilled the achievement objectives stated in the application. The exemption remains in effect until the commissioner determines that achievement levels of the campus or district have declined. *Education Code 7.056(d)*

Restrictions Except as provided at Student Achievement Improvement Plan, a campus or district may not receive an exemption or waiver from a:

1. Prohibition on conduct that constitutes a criminal offense;
2. Requirement imposed by federal law or rule, including a requirement for special education or bilingual education programs; or
3. Requirement, restriction, or prohibition relating to:

a. Essential knowledge or skills under Education Code 28.002, or high school graduation requirements under Education Code 28.025;

b. Public school accountability as provided by Education Code Chapter 39, Subchapters B, C, D, and J, and Chapter 39A;

c. Extracurricular activities under Education Code 33.081 or participation in a University Interscholastic League area, regional, or state competition under Education Code 33.0812;

d. Health and safety under Education Code Chapter 38;

e. Purchasing under Education Code Chapter 44, Subchapter B;

f. Elementary school class size limits, except as provided by Education Code 25.112;

g. Removal of a disruptive student from the classroom under Education Code Chapter 37, Subchapter A;

h. At-risk programs under Education Code Chapter 29, Subchapter C;

i. Prekindergarten programs under Education Code Chapter 29, Subchapter E;

j. Educator rights and benefits under Education Code Chapter 21, Subchapters A, C, D, E, F, G, and I, and Chapter 22, Subchapter A;

k. Special education programs under Education Code Chapter 29, Subchapter A;

l. Bilingual education programs under Education Code Chapter 29, Subchapter B; or

m. Requirements for the first day of instruction under Education Code 25.0811.

Education Code 7.056(e)

Student Achievement Improvement Plan

A district or campus that is required to develop and implement a student achievement improvement plan under Chapter 39A, Subchapter A, or Section 39A.051 [see AIC(LEGAL)] may receive an exemption or waiver under these provisions from any law or rule other than:

1. A prohibition on conduct that constitutes a criminal offense;

2. A requirement imposed by federal law or rule;

3. A requirement, restriction, or prohibition imposed by state law or rule relating to:

   a. Public school accountability under Education Code Chapter 39, Subchapters B, C, D, and J, and Chapter 39A; or

   b. Educator rights and benefits under Education Code Chapter 21, Subchapters A, C, D, E, F, G, and I, and Chapter 22, Subchapter A; or

4. Selection of instructional materials under Education Code Chapter 31.

Education Code 7.056(f)

Qualifications

A person may not be employed as a superintendent unless the person holds an appropriate certificate or permit.

The commissioner may waive the requirement for certification of a superintendent if requested by a district as provided by Education Code 7.056 [see BF]. The commissioner may limit the waiver of certification in any manner the commissioner determines is appropriate.

A person who is not certified as a superintendent may not be employed by a district as the superintendent before the person has received a waiver of certification from the commissioner. A person may be designated to act as a temporary or interim superintendent for a district, but the district may not employ the person under a contract as superintendent unless the person has been certified or a waiver has been granted.

Education Code 21.003

Duties

A superintendent is the educational leader and chief executive officer of a district. *Education Code 11.201(a)*

The duties of a superintendent include:

1. Assuming administrative responsibility and leadership for the planning, organization, operation, supervision, and evaluation of the education programs, services, and facilities of a district and for the annual performance appraisal of the district's staff.
2. Except as provided by Education Code 11.202 (duties of principal) [see DK and DPA], assuming administrative authority and responsibility for the assignment, supervision, and evaluation of all personnel of a district other than the superintendent.
3. Overseeing compliance with the standards for school facilities. [See CS]
4. Initiating the termination or suspension of an employee or the nonrenewal of an employee's term contract. [See DF series]
5. Managing the day-to-day operations of a district as its administrative manager, including implementing and monitoring plans, procedures, programs, and systems to achieve clearly defined and desired results in major areas of district operations.
6. Preparing and submitting to a board a proposed budget and administering the budget.

7. Preparing recommendations for policies to be adopted by a board and overseeing the implementation of adopted policies.
8. Developing or causing to be developed appropriate administrative regulations to implement policies established by a board.
9. Providing leadership for the attainment and, if necessary, improvement of student performance in a district based on the state's student achievement and quality of learning indicators and other indicators as may be adopted by the commissioner or the board. [See AIA]
10. Organizing a district's central administration.
11. Consulting with the district-level committee. [See BQA]
12. Ensuring:
    a. Adoption of a Student Code of Conduct [see FO] and enforcement of that Code of Conduct; and
    b. Adoption and enforcement of other student disciplinary rules and procedures as necessary.
13. Submitting reports as required by state or federal law, rule, or regulation, and ensuring that a copy of any report required by federal law, rule, or regulation is also delivered to the Texas Education Agency (TEA).
14. Providing joint leadership with a board to ensure that the responsibilities of the board and superintendent team are carried out; and
15. Performing any other duties assigned by action of a board.

Education Code 11.201(d)

In addition, a superintendent shall, on a day-to-day basis, ensure the implementation of the policies created by the board. *Education Code 11.1512(a)*

Collaboration with the Board

A board and a superintendent shall work together to:

1. Advocate for the high achievement of all district students;
2. Create and support connections with community organizations to provide community-wide support for the high achievement of all district students;
3. Provide educational leadership for a district, including leadership in developing the district vision statement and long-range educational plan [see AE];

4. Establish district-wide policies and annual goals that are tied directly to the district's vision statement and long-range educational plan;

5. Support the professional development of principals, teachers, and other staff; and

6. Periodically evaluate board and superintendent leadership, governance, and teamwork.

Education Code 11.1512(b)

Prohibited Interference

A superintendent may not interfere with an appearance or testimony of specified district personnel required by the board. *Education Code 11.1511(d)* [See BAA]

Certification of Compliance With Certain Laws

Do Not Hire Registry

Each year, the superintendent shall certify to the commissioner that the district has complied with the requirements of Education Code 22A.151 (registry of persons not eligible for employment in or provision of services to educational entities). *Education Code 22A.151(g)*

Diversity, Equity, and Inclusion and Instructional Prohibitions

Not later than September 30 each year, the superintendent shall certify to TEA that the district is in compliance with Education Code 39.008, 11.005, and 28.0022. *Education Code 39.008(a)* [See BT(LEGAL) for provisions related to certification requirements.]

Testimony Before SBOE

If the commissioner finds against a school district under Education Code 7.057 in at least five grievances to which that section applies involving the district during the school year, the superintendent must appear before the SBOE to testify regarding the commissioner's findings and the frequency of grievances against the district. *Education Code 26A.004*

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, with or without reasonable accommodation.

15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.

16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.

17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.

18. Behavior that presents a danger of physical harm to a student or other individuals.

19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.

20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.

21. Falsification of records or other documents related to the District's activities.

22. Falsification or omission of required information on an employment application.

23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.

24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.

25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

27. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

29. Any reason constituting good cause for terminating the contract during its term.

Notice of Proposed Nonrenewal

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.

2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.

3. The Superintendent may cross-examine any witnesses for the Board.

4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Definitions

"Diversity, equity, and inclusion duties" means:

1. Influencing hiring or employment practices with respect to race, sex, color, or ethnicity except as necessary to comply with state or federal antidiscrimination laws;
2. Promoting differential treatment of or providing special benefits to individuals on the basis of race, color, or ethnicity;
3. Developing or implementing policies, procedures, trainings, activities, or programs that reference race, color, ethnicity, gender identity, or sexual orientation, except for the purpose of student recruitment efforts by colleges and universities designated as historically black colleges and universities in collaboration with school districts, or as necessary to comply with state or federal law;
4. Compelling, requiring, inducing, or soliciting any person to provide a diversity, equity, and inclusion statement or giving preferential consideration to any person based on the provision of a diversity, equity, and inclusion statement.

Education Code 11.005(a)

Prohibited Activities

Except as required by state or federal law, a district may not assign diversity, equity, and inclusion duties to any person and must prohibit a district employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the district.

Discipline Policy

The district shall adopt a policy and procedure for the appropriate discipline, including termination, of a district employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties. The policy and procedure adopted by the district must ensure that an employee or contractor receives adequate due process and an opportunity to appeal disciplinary actions, including termination, in the same manner provided for other disciplinary actions.

Notice

The district shall provide a physical and electronic copy of the policy and procedure to each district employee or contractor.

Education Code 11.005(b)-(d)

Activities Not Prohibited

Nothing in this policy may be construed to:

1. Limit or prohibit a district from contracting with historically underutilized businesses or businesses owned by members of a minority group or by women in accordance with applicable state law;

2. Limit or prohibit a district from acknowledging or teaching the significance of state and federal holidays or commemorative months and how those holidays or months fit into the themes of history and the stories of this state and the United States of America in accordance with the TEKS adopted under Education Code, Subchapter A, Chapter 28;

3. Affect a student's rights under the First Amendment to the U.S. Constitution or Section 8, Article I, Texas Constitution;

4. Limit or prohibit a school district from analyzing school-based causes and taking steps to eliminate unlawful discriminatory practices as necessary to address achievement gaps and differentials described by Education Code 39.053; or

5. Apply to:

   a. Classroom instruction that is consistent with the TEKS adopted by the State Board of Education;

   b. The collection, monitoring, or reporting of data;

   c. A policy, practice, procedure, program, or activity intended to enhance student academic achievement or postgraduate outcomes that is designed and implemented without regard to race, sex, color, or ethnicity; or

   d. A student club that is in compliance with the requirements of Education Code 33.0815.

Education Code 11.005(e)

Certification Required

Not later than September 30 of each year, the superintendent of a school district shall certify to the Texas Education Agency (TEA) that the district is in compliance with Education Code 11.005 (prohibition on diversity, equity, and inclusion duties) and the instructional requirements and prohibitions under Education Code 28.0022 [see EMB]. The certification shall be submitted electronically. TEA shall post each certification received under Education Code 39.008(a) on TEA's website.

Requirements

The certification must include:

1. A description of the policies and procedures required by Education Code 11.005(c) and 28.0022(h) and the manner in which district employees and contractors were notified of those policies and procedures;

2. Any existing policies, programs, procedures, or trainings that were altered to ensure compliance with Education Code 39.008, 11.005, or 28.0022; and

3. Any cost savings resulting from actions taken by the school district to comply with this section.

Board Approval The certification required by Education Code 39.008(a) must be approved by a majority vote of the board at a public meeting that includes an opportunity for public testimony and for which notice was posted on the district's website at least seven days before the date on which the meeting is held.

Education Code 39.008

Use of Donations

General Rule

A conveyance, devise, or bequest of property for the benefit of the public schools, if not otherwise directed by the donor, vests the property in the board or their successors as trustees for those to be benefited by the donation. Funds or other property donated or the income from the property may be spent by the trustees:

1. For any purpose designated by the donor that is in keeping with the lawful purposes of the schools for the benefit of which the donation was made; or
2. For any legal purpose if a specific purpose is not designated by the donor.

Funds for Staff Positions

A district shall accept from a parent-teacher organization or association recognized by the district a donation designated to fund supplemental educational staff positions at a school campus and spend the donation accepted for the designated purpose at the direction of and within the time period specified by the campus for which the donation was designated. This provision expires September 1, 2025. [See DC]

Education Code 11.156

Prohibited Use

A district may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development related to a concept listed in Education Code 28.0022(a)(4)(A). *Education Code 28.0022(c)* [See EMB]

Charitable Raffles

A district is not a “qualified nonprofit organization” for purposes of the Charitable Raffle Enabling Act (Occupations Code 2002.001 et seq.). *Atty. Gen. Op. JM-1176 (1990)*

“Raffle” means the award of one or more prizes by chance at a single occasion among a pool or group of persons who have paid or promised a thing of value for a ticket that represents a chance to win a prize. *Occupations Code 2002.002(6)* [See also GKB]

Note: The board has adopted an innovation plan that affects application of provisions in this legally referenced policy. [See AF(LOCAL)]

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For required vendor disclosures and contract provisions, including prohibitions, see CHE.

For provisions pertaining to criminal history record information on contractors, see CJA.

For legal requirements related to energy savings performance contracts, see CL.

For information on procuring school buses, see CNB.

For legal requirements applicable to school nutrition procurement, including produce, with federal funds, see COA.

For information regarding construction of school facilities, see CV series.

Board Authority

The board may adopt rules and procedures for the acquisition of goods and services. *Education Code 44.031(d)*

Delegation of Authority

The board may, as appropriate, delegate its authority regarding an action authorized or required by Education Code Chapter 44, Subchapter B, to be taken by a district to a designated person, representative, or committee.

The board may not delegate the authority to act regarding an action authorized or required to be taken by the board by Education Code Chapter 44, Subchapter B.

Disaster Delegation

Notwithstanding any other provision of the Education Code, in the event of a catastrophe, emergency, or natural disaster affecting a district, the board may delegate to the superintendent or designated person the authority to contract for the replacement, construction, or repair of school equipment or facilities under Education Code Chapter 44, Subchapter B if emergency replacement, construction, or repair is necessary for the health and safety of district students and staff.

Education Code 44.0312

Purchases Valued at or Above $100,000

Methods

Except as provided by Education Code Chapter 44, Subchapter B, all district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at $100,000 or more in the aggregate for each 12-month period, shall be made by the method, of the following methods, that provides the best value for a district:

1. Competitive bidding for services other than construction services.
2. Competitive sealed proposals for services other than construction services.
3. A request for proposals for services other than construction services.
4. An interlocal contract.
5. A method provided by Government Code Chapter 2269 for construction services [see CV series];
6. The reverse auction procedure as defined by Government Code 2155.062(d).
7. The formation of a political subdivision corporation under Local Government Code 304.001 (purchase of electricity).

Education Code 44.031(a)

Exceptions

Emergency Damage or Destruction

If school equipment, a school facility, or a part of a school facility or personal property is destroyed or severely damaged or, as a result of an unforeseen catastrophe or emergency, undergoes major operational or structural failure, and the board determines that the delay posed by the methods provided for in Education Code 44.031 would prevent or substantially impair the conduct of classes or other essential school activities, then contracts for the replacement or repair of the equipment, school facility, or the part of the school facility may be made by methods other than those required by Education Code 44.031. *Education Code 44.031(h)*

Sole Source

Without complying with Education Code 44.031(a) above, a district may purchase an item that is available from only one source, including:

1. An item for which competition is precluded because of the existence of a patent, copyright, secret process, or monopoly.
2. A film, manuscript, or book.
3. A utility service, including electricity, gas, or water.
4. A captive replacement part or component for equipment.

The exceptions above do not apply to mainframe data-processing equipment and peripheral attachments with a single-item purchase price in excess of $15,000.

Education Code 44.031(j)-(k)

Competitive Bidding

Except to the extent prohibited by other law and to the extent consistent with Education Code Chapter 44, Subchapter B, a district may use competitive bidding to select a vendor as authorized by Education Code 44.031(a)(1).

A district shall award a competitively bid contract at the bid amount to the bidder offering the best value for the district. In determining the best value for the district, the district is not restricted to considering price alone but may consider any other factors stated in the selection criteria. The selection criteria may include the factors listed in Education Code 44.031(b) [see Contract Selection Factors, below].

Except as provided below, Local Government Code Chapter 271, Subchapter B (Competitive Bidding on Certain Public Works Contracts) does not apply to a competitive bidding process under this policy.

Local Government Code Sections 271.026 (Opening of Bids), 271.027(a) (Award of Contract), and 271.0275 (Safety Record of Bidder Considered) apply to a competitive bidding process under Education Code Chapter 44, Subchapter B. [See CVA for these requirements.]

Education Code 44.0351

[For information on additional competitive procedures under the Public Property Finance Act, see CHH.]

Competitive Sealed Proposals

In selecting a vendor through competitive sealed proposals as authorized by Education Code 44.031(a)(2), a district shall follow the procedures prescribed below.

Request for Proposals

The district shall prepare a request for competitive sealed proposals that includes information that vendors may require to respond to the request. The district shall state in the request for proposals the selection criteria that will be used in selecting the successful offeror.

Opening Proposals

The district shall receive, publicly open, and read aloud the names of the offerors and, if any are required to be stated, all prices stated in each proposal. Not later than the 45th day after the date on which the proposals are opened, the district shall evaluate and rank each proposal submitted in relation to the published selection criteria.

Selection

The district shall select the offeror that offers the best value for the district based on the published selection criteria and on its ranking evaluation. The district shall first attempt to negotiate a contract with the selected offeror. The district may discuss with the selected

offeror options for a scope or time modification and any price change associated with the modification. If the district is unable to negotiate a satisfactory contract with the selected offeror, the district shall, formally and in writing, end negotiations with that offeror and proceed to the next offeror in the order of the selection ranking until a contract is reached or all proposals are rejected.

In determining the best value for the district, the district is not restricted to considering price alone but may consider any other factors stated in the selection criteria.

Education Code 44.0352

Interlocal Contracts

"Interlocal contract" means a contract or agreement made under Government Code Chapter 791 (Interlocal Cooperation Act). *Gov't Code 791.003(2)*

A district, may agree with another local government or with the state or a state agency, including the comptroller, to purchase goods and services. *Gov't Code 791.025(a)*

A district may agree with another local government, including a nonprofit corporation that is created and operated to provide one or more governmental functions and services, or with the state or a state agency, including the comptroller, to purchase goods and any services reasonably required for the installation, operation, or maintenance of the goods. This provision does not apply to services provided by firefighters, police officers, or emergency medical personnel. *Gov't Code 791.025(b)*

A district that purchases goods and services under Government Code 791.025 satisfies the requirement to seek competitive bids for the purchase of the goods and services. *Gov't Code 791.025(c); Atty. Gen. Op. JC-37 (1999)*

Note: For legal provisions related to interlocal contracts, generally, see GRB.

For legal provisions related to using cooperative purchasing for construction-related services, see CV.

Reverse Auction

A district that uses the reverse auction procedure must include in the procedure a notice provision and other provisions necessary to produce a method of purchasing that is advantageous to the district and fair to vendors. *Local Gov't Code 271.906(b)*

"Reverse auction procedure" means:

1. A real-time bidding process usually lasting less than one hour and taking place at a previously scheduled time and internet

location, in which multiple suppliers, anonymous to each other, submit bids to provide the designated goods or services; or

2. A bidding process usually lasting less than two weeks and taking place during a previously scheduled period and at a previously scheduled internet location, in which multiple suppliers, anonymous to each other, submit bids to provide the designated goods or services.

Gov't Code 2155.062(d)

Site-Based Purchasing

If a purchase is made at the campus level in a district with a student enrollment of 180,000 or more that has formally adopted a site-based decision-making plan under Education Code Subchapter F, Chapter 11 [see BQ series], that delegates purchasing decisions to the campus level, Education Code 44.031 applies only to the campus and does not require the district to aggregate and jointly award purchasing contracts. A district that adopts site-based purchasing under this provision shall adopt a policy to ensure that campus purchases achieve the best value to the district and are not intended or used to avoid the requirement that a district aggregate purchases under Education Code 44.031(a). *Education Code 44.031(m)*

Contract Selection Factors

Except as provided by Education Code Chapter 44, Subchapter B, in determining to whom to award a contract, the district shall consider:

1. The purchase price.
2. The reputation of the vendor and of the vendor's goods or services.
3. The quality of the vendor's goods or services.
4. The extent to which the goods or services meet the district's needs.
5. The vendor's past relationship with the district.
6. The impact on the ability of the district to comply with laws and rules relating to historically underutilized businesses.
7. The total long-term cost to the district to acquire the vendor's goods or services.
8. For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent

company or majority owner has its principal place of business in this state or employs at least 500 persons in this state.

9. Any other relevant factor specifically listed in the request for bids or proposals.

Education Code 44.031(b)

In awarding a contract by competitive sealed bid under Education Code 44.031, a district that has its central administrative office located in a municipality with a population of less than 250,000 may consider a bidder's principal place of business in the manner provided by Local Government Code 271.9051. This provision does not apply to the purchase of telecommunications services or information services, as those terms are defined by 47 U.S.C. Section 153. *Education Code 44.031(b-1)*

The factors listed above are the only criteria that may be considered by a district in its decision to award a contract. *R.G.V. Vending v. Weslaco Indep. Sch. Dist., 995 S.W.2d 897 (Tex. App.—Corpus Christi 1999, no pet.)*

Preferences

Agricultural Products

A district that purchases agricultural products shall give preference to those produced, processed, or grown in Texas if the cost to the district is equal and the quality is equal. If agricultural products produced, processed, or grown in Texas are not equal in cost and quality to other products, the district shall give preference to agricultural products produced, processed, or grown in other states of the United States, if the cost and quality of the U.S. and foreign products are equal.

"Agricultural products" includes textiles and other similar products.

"Processed" means canning, freezing, drying, juicing, preserving, or any other act that changes the form of a good from its natural state to another form.

A district may not adopt product purchasing specifications that unnecessarily exclude agricultural products produced, processed, or grown in Texas.

Vegetation for Landscaping

A district that purchases vegetation for landscaping purposes, including plants, shall give preference to Texas vegetation if the cost to the district is equal and the quality is equal.

Education Code 44.042

[For legal requirements applicable to school nutrition procurement, including produce and agricultural products, with federal funds, see COA.]

Recycled Products

A district shall give preference in purchasing to products made of recycled materials if the products meet applicable specifications as to quantity and quality and the average price of the product is not more than 10 percent greater than the price of comparable nonrecycled products. Preferences will be applied in accordance with state procurement statutes and rules. *30 TAC 328.203*

Subchapter K of 30 Administrative Code (Governmental Entity Recycling and Purchasing of Recycled Materials) does not apply to a district with a student enrollment of less than 10,000 students. *30 TAC 328.204(a)*

A district regularly shall review and revise its procurement procedures and specifications for the purchase of goods, supplies, equipment, and materials in order to:

1. Eliminate procedures and specifications that explicitly discriminate against products made of recycled materials;
2. Encourage the use of products made of recycled materials; and
3. Ensure to the maximum extent economically feasible that the district purchases products that may be recycled when they have served their intended use.

In developing new procedures and specifications, the district shall encourage the use of recycled products and products that may be recycled or reused.

Health and Safety Code 361.426(b)-(c)

Bidder's Place of Business

In awarding a contract by competitive sealed bid under Education Code 44.031, a district that has its central administrative office located in a municipality with a population of less than 250,000 may consider a bidder's principal place of business in the manner provided by Local Government Code Section 271.9051. This provision does not apply to the purchase of telecommunications services or information services, as those terms are defined by 47 U.S.C. 153. *Education Code 44.031(b-1)*

Notice Publication

Notice of the time by when and place where the bids or proposals, or the responses to a request for qualifications, will be received and opened shall be published in the county in which the district's central administrative office is located, once a week for at least two weeks before the deadline for receiving bids, proposals, or responses to a request for qualifications. If there is not a newspaper in that county, the advertising shall be published in a newspaper in the county nearest the county seat of the county in which a district's central administrative office is located. In a two-step procure-

ment process, the time and place where the second-step bids, proposals, or responses will be received are not required to be published separately. *Education Code 44.031(g)*

Electronic Bids or Proposals

A district may receive bids or proposals under Education Code Chapter 44 through electronic transmission if the board adopts rules to ensure the identification, security, and confidentiality of electronic bids or proposals and to ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Notwithstanding any other provision of Education Code Chapter 44, an electronic bid or proposal is not required to be sealed. A provision of Education Code Chapter 44 that applies to a sealed bid or proposal applies to a bid or proposal received through electronic transmission in accordance with the rules adopted by the board.

Education Code 44.0313

Right to Work

While a district is engaged in procuring goods and services or awarding a contract, or overseeing procurement or construction for a public work or public improvement, a district:

1. May not consider whether a vendor is a member of or has another relationship with any organization; and
2. Shall ensure that its bid specifications and any subsequent contract or other agreement do not deny or diminish the right of a person to work because of the person's membership or other relationship status with respect to any organization.

Education Code 44.043

Contract with Person Indebted to District

The board by resolution may establish regulations permitting the district to refuse to enter into a contract or other transaction with a person indebted to the district. It is not a violation of Education Code Chapter 44, Subchapter B (Purchases; Contracts) for a district, under regulations adopted under this provision, to refuse to award a contract to or enter into a transaction with an apparent low bidder or successful proposer that is indebted to the district.

"Person" includes an individual, sole proprietorship, corporation, nonprofit corporation, partnership, joint venture, limited liability company, and any other entity that proposes or otherwise seeks to enter into a contract or other transaction with the district requiring approval by the board.

Education Code 44.044

Out-of-State Bidders

A district may not award a governmental contract to a nonresident bidder unless the nonresident underbids the lowest bid submitted

by a responsible resident bidder by an amount that is not less than the greater of the amount by which a resident bidder would be required to underbid the nonresident bidder to obtain a comparable contract in the state in which the nonresident's principal place of business is located, or the state in which a majority of the manufacturing relating to the contract will be performed. *Gov't Code 2252.002*

This requirement does not apply to a contract involving federal funds. A district shall use the information published by the comptroller under Government Code 2252.003 (Publication of Other State's Laws on Contracts) to evaluate the bid of a nonresident bidder. A district may rely on information published under Government Code 2252.003 to meet the requirements of Government Code 2252.002. *Gov't Code 2252.003-.004*

"Governmental contract" means a contract awarded by a governmental entity, including a public school district, for general construction, an improvement, a service, or a public works project or for a purchase of supplies, materials, or equipment.

"Resident bidder" refers to a person whose principal place of business is in this state, including a contractor whose ultimate parent company or majority owner has its principal place of business in this state.

Gov't Code 2252.001

Professional Services

Education Code 44.031 does not apply to a contract for professional services rendered, including the services of an architect, attorney, certified public accountant, engineer, or fiscal agent. A district may, at its option, contract for professional services rendered by a financial consultant or a technology consultant in the manner provided by Government Code 2254.003 (Professional Services Procurement Act) (see below), in lieu of the methods provided by Education Code 44.031. *Education Code 44.031(f)*

Professional Services Procurement Act

Selection

A district may not select a provider of professional services or a group or association of providers or award a contract for the services on the basis of competitive bids submitted for the contract or for the services, but shall make the selection and award on the basis of demonstrated competence and qualifications to perform the services and for a fair and reasonable price. *Gov't Code 2254.003(a)*

Definition

"Professional services" means services:

1. Within the scope of the practice, as defined by state law, of accounting, architecture, landscape architecture, land survey-

ing, medicine, optometry, professional engineering, real estate appraising, professional nursing, or forensic science;

2. Provided in connection with the professional employment or practice of a person who is licensed or registered as a certified public accountant, architect, landscape architect, land surveyor, physician, optometrist, professional engineer, state-certified or state-licensed real estate appraiser, registered nurse, or a forensic analyst or forensic science expert; or

3. Provided by a person lawfully engaged in interior design, regardless of whether the person is registered as an interior designer under Occupations Code Chapter 1053.

Gov't Code 2254.002

[For specific information on procuring architectural or engineering services, see CV. For information on procuring services of physicians, optometrists, and registered nurses under certain circumstances, see Government Code 2254.008.]

Contingent Fee Contract for Legal Services

"Contingent fee contract" means a contract for legal services under which the amount or the payment of the fee for the services is contingent in whole or in part on the outcome of the matter for which the services were obtained. The term includes an amendment to a contract for legal services described by this provision if the amendment changes the scope of representation or may result in the filing of an action or the amending of a petition in an existing action. *Gov't Code 2254.101(2)*

Government Code Chapter 2254, Subchapter C provides the manner in which and the situations under which a district may compensate a public contractor under a contingent fee for legal services. That subchapter does not apply to a contract for legal services:

1. Provided to a district under Government Code Chapter 403, Subchapter M; or

2. Entered into by a district for the collection of an obligation, as defined by Government Code 2107.001, that is delinquent [see CCGA(LEGAL) regarding delinquent tax collection] or for services under Government Code 1201.027 [see CCA(LEGAL) regarding issuance of public securities], except that Government Code sections 2254.1032, 2254.1034, 2254.1036, and 2254.1037 do apply to the contract.

Gov't Code 2254.102

A district may select an attorney or law firm to award a contingent fee contract only in accordance with Government Code

2254.003(a) (Professional Services Procurement Act) [see Selection, above] and Government Code 2254.1032.

In procuring legal services under a contingent fee contract, a district shall:

1. Select a well-qualified attorney or law firm on the basis of demonstrated competence, qualifications, and experience in the requested services; and

2. Attempt to negotiate a contract with that attorney or law firm for a fair and reasonable price.

Gov't Code 2254.1032

Specific Purchases

Computers

A district may acquire computers and computer-related equipment, including computer software, through the Department of Information Resources (DIR) under contracts entered into in accordance with Government Code Chapter 2054 or 2157. *Education Code 44.031(i)*

Automated Information System

A district may purchase an automated information system using the purchasing method described by Government Code 2157.068 for commodity items or a purchasing method designated by the comptroller to obtain the best value for the state, including a request for offers method. A district that purchases an item using a method described above satisfies any state law requiring the district to seek competitive bids for the purchase of the item. *Gov't Code 2157.006; 34 TAC 20.222* [See 1 Administrative Code Chapter 212 for rules related to purchases of commodity items.]

Automated External Defibrillators

A district that purchases or leases an automated external defibrillator (AED), as defined by Health and Safety Code 779.001, shall ensure that the AED meets standards established by the federal Food and Drug Administration. *Education Code 44.047(a)*

Insurance

A contract for the purchase of insurance is not a contract for professional services. A district must award such a contract using one of the methods in Education Code 44.031. *Atty. Gen. Op. DM-418 (1996)*

Multiyear Contracts

A district may execute an insurance contract for a period longer than 12 months, if the contract complies with Local Government Code 271.903(a) [see Commitment of Current Revenue, below]. If a district executes a multiyear insurance contract, it need not advertise for insurance vendors until the 12-month period during which the district will be executing a new insurance contract. *Atty. Gen. Op. DM-418 (1996)*

Other Purchasing Methods

State Purchasing Program

The comptroller shall establish a program by which the comptroller performs purchasing services for local governments. The services must include:

1. The extension of state contract prices to participating local governments when the comptroller considers it feasible.
2. Solicitation of bids on items desired by local governments if the solicitation is considered feasible by the comptroller and is desired by the local government.
3. Provision of information and technical assistance to local governments about the purchasing program.

The comptroller may charge a participating local government an amount not to exceed the actual costs incurred by the comptroller in providing purchasing services to the local government under the program.

Local Gov't Code 271.082

District Participation

A district may participate in the purchasing program, including participation in purchases that use the reverse auction procedure, by filing with the comptroller a resolution adopted by the board requesting that the district be allowed to participate on a voluntary basis, and to the extent the comptroller deems feasible, and stating that the district will:

1. Designate an official to act for the district in all matters relating to the program, including the purchase of items from the vendor under any contract, and that the board will direct the decisions of the representative;
2. Be responsible for:
    a. Submitting requisitions to the comptroller under any contract; or
    b. Electronically sending purchase orders directly to vendors, or complying with procedures governing a reverse auction purchase, and electronically sending to the comptroller reports on actual purchases made under this provision that provide the information and are sent at the times required by the comptroller;
3. Be responsible for making payment directly to the vendor;
4. Be responsible for the vendor's compliance with all conditions of delivery and quality of the purchased item.

A district that purchases an item under a state contract or under a reverse auction procedure, sponsored by the comptroller satisfies

any state law requiring the district to seek competitive bids for the purchase of the item.

Local Gov't Code 271.083

Multiple Award Contract Schedule

The comptroller shall develop a schedule of multiple award contracts that have been previously awarded using a competitive process by the federal government or any other governmental entity in any state. *Gov't Code 2155.502(a)*

A district may purchase goods or services directly from a vendor under a contract listed on a schedule developed under Government Code Chapter 2155, Subchapter I. A district contracting for the purchase of an automated information system under a contract listed on a schedule shall comply with Government Code 2157.068(e-1) (Purchase of Information Technology Commodity Items) [see Automated Information System, above]. A purchase authorized by this provision satisfies any requirement of state law relating to competitive bids or proposals.

The price listed for a good or service under a multiple award contract is a maximum price. A district may negotiate a lower price for goods or services under a contract listed on a schedule developed under Government Code Chapter 2155, Subchapter I.

Gov't Code 2155.504

Cooperative Purchasing Program

A district may participate in a cooperative purchasing program with another local government of this state or another state or with a local cooperative organization of this state or another state. A district that is participating in a cooperative purchasing program may sign an agreement with another participating local government or a local cooperative organization stating that the district will:

1. Designate a person to act under the direction of, or on behalf of, the district in all matters relating to the program;

2. Make payments to another participating local government or local cooperative organization or directly to a vendor under a contract made under these provisions, as provided in the agreement between the participating local governments or between a local government and a local cooperative organization; and

3. Be responsible for the vendor's compliance relating to the quality of items and terms of delivery, to the extent provided in the agreement between the participating local governments or between a local government and a local cooperative organization.

A district that purchases goods or services under these provisions satisfies any state law requiring the district to seek competitive bids for the purchase of the goods or services.

Local Gov't Code 271.102; Atty. Gen. Op. JC-37 (1999)

Cooperative Purchasing Contract Fees

A district that enters into a purchasing contract valued at $25,000 or more under Education Code 44.031(a)(5) (interlocal contract), under Local Government Code Chapter 271, Subchapter F (cooperative purchasing program), or under any other cooperative purchasing program authorized for school districts by law shall document a contract-related fee, including a management fee, paid by or to the district and the purpose of each fee under the contract.

The amount, purpose, and disposition of any fee described above must be presented in a written report and submitted annually in an open meeting of the board. The written report must appear as an agenda item. The commissioner of education may audit the written report.

Education Code 44.0331

Commitment of Current Revenue

If a contract for the acquisition, including lease, of real or personal property retains to the board the continuing right to terminate at the expiration of each budget period during the term of the contract, is conditioned on a best efforts attempt by the board to obtain and appropriate funds for payment of the contract, or contains both the continuing right to terminate and the best efforts conditions, the contract is a commitment of a district's current revenue only. *Local Gov't Code 271.903*

Change Orders

For provisions regarding change orders, see CV.

Criminal Offenses

An officer, employee, or agent of a district commits an offense if the person with criminal negligence makes or authorizes separate, sequential, or component purchases to avoid the requirements of Education Code 44.031(a) or (b). An offense under this provision is a Class B misdemeanor and is an offense involving moral turpitude.

"Component purchases" means purchases of the component parts of an item that in normal purchasing practices would be made in one purchase. "Separate purchases" means purchases, made separately, of items that in normal purchasing practices would be made in one purchase. "Sequential purchases" means purchases, made over a period, of items that in normal purchasing practices would be made in one purchase.

Education Code 44.032(a)-(b)

An officer, employee, or agent of a district commits an offense if the person with criminal negligence violates Education Code 44.031(a) or (b) other than by conduct described by Education Code 44.032(b). An offense under this provision is a Class B misdemeanor and is an offense involving moral turpitude. *Education Code 44.032(c)*

An officer or employee of a district commits an offense if the officer or employee knowingly violates Education Code 44.031, other than by conduct described by Education Code 44.032(b) or (c). An offense under this provision is a Class C misdemeanor. *Education Code 44.032(d)*

Removal from Office

The final conviction of a person other than a trustee of a district for an offense under Education Code 44.032(b) or (c) above results in the immediate removal from office or employment of that person. A trustee who is convicted of an offense under Education Code 44.032 is considered to have committed official misconduct for purposes of Local Government Code Chapter 87, and is subject to removal as provided by that chapter and Texas Constitution Article V, Section 24. For four years after the date of the final conviction, the removed person is ineligible to be a candidate for or to be appointed or elected to a public office in Texas, is ineligible to be employed by or act as an agent for the state or a political subdivision of the state, and is ineligible to receive any compensation through a contract with the state or a political subdivision of the state. *Education Code 44.032(e)*

Injunction

A court may enjoin performance of a contract made in violation of Education Code Chapter 44, Subchapter B. A county attorney, district attorney, criminal district attorney, citizen of the county in which the district is located, or any interested party may bring an action for an injunction. A party who prevails in an action brought under this provision is entitled to reasonable attorney's fees as approved by the court. *Education Code 44.032(f)*

Employment Assistance Prohibited

A district that receives Title I funds shall have regulations or policies that prohibit any individual who is a school employee, contractor, or agent, or a district, from assisting a school contractor or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or district knows, or has probable cause to believe, that such contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

This requirement shall not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the implementing regulations under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law;
2. The contractor or agent has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or
3. The case or investigation remains open and there have been no charges filed against, or indictment of, the contractor or agent within four years of the date on which the information was reported to a law enforcement agency.

20 U.S.C. 7926 [See also DC]

Severance Pay

A district that enters into a contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, that contains a provision for severance pay with an independent contractor must include:

1. A requirement that severance pay that is paid from public money may not exceed the amount of compensation, at the rate at the termination of the contract, the independent contractor would have been paid for 20 weeks, excluding paid time off or accrued vacation leave; and
2. A prohibition of the provision of severance pay when the independent contractor is terminated for misconduct.

A district shall post each severance agreement in a prominent place on its internet website.

"Misconduct" means an act or omission by a contractor in the performance of the contractor's duties that the board determines to be misconduct, including any finding of criminal conduct.

"Severance pay" means dismissal or separation income paid on termination of the contract of an independent contractor that is in addition to the contractor's usual compensation as prescribed by the contract.

[For provisions related to severance agreements for district employees, see DEA.]

Local Gov't Code 180.011

Prohibition on Diversity, Equity, and Inclusion

A district shall adopt a policy and procedure for the appropriate discipline, including termination, of a district contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties. The district shall provide a physical and electronic copy of the policy and procedure to each district contractor.

The policy and procedure adopted by a district must ensure that a contractor receives adequate due process and an opportunity to appeal disciplinary actions, including termination, in the same manner provided for other disciplinary actions. [See BT|

Education Code 11.005(c)-(d) [See also DF]

Prohibited Classroom Instruction

A district shall adopt a policy and procedure for the appropriate discipline, including termination, of a district or school contractor who intentionally or knowingly engages in or assigns to another person an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). The district shall provide a physical and electronic copy of the policy and procedure to each district or school contractor. *Education Code 28.0022(h)* [See also DF, EMD]

Sexual Orientation and Gender Identity

A district or district employee may not allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation and gender identity to students enrolled in prekindergarten through 12th grade.

This provision may not be construed to:

1. Limit a student's ability to engage in speech or expressive conduct protected by the First Amendment, U.S. Constitution or by Section 8, Article I, Texas Constitution, that does not result in material disruption to school activities;

2. Limit the ability of a person who is authorized by the district to provide physical or mental health-related services to provide the services to a student, subject to any required parental consent; or

3. Prohibit an organization whose membership is restricted to one sex and whose mission does not advance a political or social agenda from meeting on a district campus.

Education Code 28.0043 [See also EMB]

Employment Assistance Prohibited

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees.]

Prohibited Classroom Instruction or Activities

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

Prohibition on Diversity, Equity, and Inclusion

A contract is subject to termination if the District contractor intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

[See BT(LEGAL)]

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Note: For provisions regarding selection and adoption of instructional materials, see EFA.

Instructional Materials and Technology Furnished Without Cost to Students

Instructional materials selected for use in the public schools shall be furnished without cost to the students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment. *Education Code 31.001*

Each instructional material, including electronic instructional material only to the extent of any applicable licensing agreement, purchased as provided by Education Code Chapter 31 for a district is the property of the district. *Education Code 31.102(a)-(b)*

Instructional Materials and Technology Allotment

A district is entitled to an allotment each biennium from the state instructional materials and technology fund for each student enrolled in the district on a date during the last year of the preceding biennium specified by the commissioner of education. The commissioner shall determine the amount of the allotment per student each biennium on the basis of the amount of money available in the state instructional materials and technology fund to fund the allotment. The allotment shall be transferred from the state instructional materials and technology fund to the credit of the district's instructional materials and technology account as provided by Education Code 31.0212. *Education Code 31.0211(a)*

The commissioner shall, as early as practicable during each biennium, notify each district of the estimated amount to which the district will be entitled during the next fiscal biennium. *Education Code 31.0215(a)*

The commissioner shall determine the amount of the Instructional Materials and Technology Allotment for a district based on PEIMS student enrollment data from the fall snapshot collection of the school year preceding the first year of each biennium.

The amount of the allotment determined by the commissioner is final and may not be appealed.

19 TAC 67.1001(a), (d)

Allotment Adjustment

Change in Enrollment

Not later than May 31 of each school year, a district may request that the commissioner adjust the number of students for which the district is entitled to receive an allotment on the grounds that the number of students attending school in the district will increase or decrease during the school year for which the allotment is provided. The commissioner may also adjust the number of students

for which a district is entitled to receive an allotment, without a request by the district, if the commissioner determines a different number of students is a more accurate reflection of students who will be attending school in the district. The commissioner's determination is final. *Education Code 31.0211(e)*

High Enrollment Growth

Each year the commissioner shall adjust the instructional materials and technology allotment of districts experiencing high enrollment growth. *Education Code 31.0214(a)*

Permitted Expenditures

The allotment funds may be used to purchase or pay for:

1. Instructional materials, regardless of whether the instructional materials are on the list of approved instructional materials maintained by the State Board of Eduction (SBOE) under Education Code 31.022;
2. Consumable instructional materials;
3. Instructional materials for use in bilingual education classes, as provided by Education Code 31.029;
4. Instructional materials for use in college preparatory courses under Education Code 28.014, as provided by Education Code 31.031;
5. Supplemental instructional materials;
6. OER instructional materials, as provided by Education Code Chapter 31, Subchapter B-1;
7. Instructional materials and technological equipment under any continuing contracts of the district in effect on September 1, 2011;
8. Technological equipment necessary to support the use of any instructional materials purchased with an allotment under this provision;
9. Inventory software or systems for storing, managing, and accessing instructional materials and analyzing the usage and effectiveness of instructional materials;
10. Services, equipment, and technology infrastructure necessary to ensure internet connectivity and adequate bandwidth;
11. Training educational personnel directly involved in student learning in the appropriate use of instructional materials and for providing for access to technological equipment for instructional use;

12. Training personnel in the electronic administration of assessment instruments;

13. The salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning;

14. Costs associated with distance learning, including services, equipment, and technology such as Wi-Fi, internet access hotspots, wireless network service, broadband service, and other services and technological equipment necessary to facilitate internet access;

15. Costs associated with providing parental access to the district's library materials catalog and the ability to submit a list of library materials that the parent's child is not allowed to access as required by Education Code 33.023. [See EFB]

16. Formats of instructional materials that are fully accessible to students with disabilities;

17. Activities related to the local review and adoption of instructional materials;

18. Software for analyzing the use and effectiveness of instructional materials;

19. Software for analyzing the appropriateness of instructional materials necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Education Code 28.002; and

20. Costs associated with complying with Education Code 33.023, relating to parental access to library catalog and access by the parent's child to certain library materials.

Education Code 31.0211(c), 33.023(d); 19 TAC 67.1001(e)

Prohibited Expenditures

The allotment funds may not be used to purchase instructional material that:

1. Contains obscene or harmful content or would otherwise cause the district to which the funds were allotted to be unable to submit the certification required under Education Code 31.1011(a)(1)(B) [see Certification of Instructional Materials, below]; or

2. Is on the list of rejected instructional materials maintained by the SBOE.

Education Code 31.0211(f)

Allotment funds may not be used to pay for:

1. Services for installation;
2. The physical conduit that transmits data, such as cabling and wiring, or electricity;
3. Office and school supplies;
4. Items that are not directly related to student instruction, such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment;
5. Travel expenses;
6. Equipment used for moving or storing instructional materials;
7. Instructional material that contains obscene or harmful content or would otherwise cause the district to be unable to submit the certification required under Education Code 31.11011(a)(1)(B); or
8. Instructional material that incorporates three-cueing in the phonics curriculum required under Education Code, Chapter 28.

19 TAC 67.1001(f)

A district may not adopt or otherwise use instructional material included on the list of rejected instructional materials maintained by the SBOE. *Education Code 31.024*

Technological Equipment

In purchasing technological equipment, a district shall:

1. Secure technological solutions that meet the varying and unique needs of students and teachers in the district; and
2. Consider both the long-term cost of ownership of the technological equipment and flexibility for innovation.

Education Code 31.0211(d)

Instructional Materials and Technology Account

The commissioner shall maintain an instructional materials and technology account for each district. In the first year of each biennium, the commissioner shall deposit the district's allotment in the account. The commissioner shall pay the cost of instructional materials requisitioned by a district under Education Code 31.103 using funds from the district's instructional materials and technology account.

Money deposited in a district's instructional materials and technology account during each state fiscal biennium remains in the account and available for use by the district for the entire biennium.

At the end of each biennium, a district with unused money in the district's account may carry forward any remaining balance to the next biennium.

A district shall provide to TEA the title and publication information for any instructional materials requisitioned or purchased by the district with the district's instructional materials and technology allotment.

Education Code 31.0212(a)-(d)

Availability of Allotment Funds

The allotment for each biennium will be made available for district use through EMAT as early as possible in the fiscal year preceding the beginning of the biennium for which the funds have been appropriated.

A district may access its allotment funds for an upcoming school year after submitting to the commissioner:

1. Certification that the school district or open-enrollment charter school has instructional materials that cover all the required TEKS, except those for physical education, as required by Education Code 31.1011;
2. Certification that the school district or open-enrollment charter school has used its allotment for only allowable expenditures; and
3. Information regarding the instructional materials used by the district during the previous school year, including the cost of each material as required by Education Code 31.1012.

Upon completion of the requirements, a district may access its allotment funds by correctly providing all the information required in the state ordering system.

Information required in the state ordering system may include verification of TEKS coverage for certain disbursement requests.

19 TAC 67.1001(g)-(j)

Additional State Aid

For State-Approved Instructional Materials

For each student enrolled in the district, a school district is entitled to additional state aid for each school year in an amount equal to $40, or a greater amount provided by appropriation, to procure instructional material that has been reviewed by the Texas Education Agency (TEA); placed on the SBOE list of approved instructional materials; designated by the SBOE as being included or capable of being included in an instructional materials parent portal; and acquired from a publisher, manufacturer, or other entity that has not been found to violate Education Code 31.151. *Education Code 48.307(a)*

A district is entitled to the amount of state aid provided by 19 Administrative Code 67.1003(a) each school year, regardless of whether the district uses the amount during the school year for which the amount was provided. *19 TAC 67.1003(i)*

For Open Education Resource Instructional Materials

Subject to Education Code 31.0751 (Open Education Resource [OER] transition plan), a district is entitled to additional state aid for each school year in an amount not to exceed $20 for each student for the costs incurred or for which the district is obligated to pay during the school year in which the aid is provided for the printing and shipping of OER instructional material made available under Education Code Chapter 31, Subchapter B-1. *Education Code 48.308(a)*

Amount of Additional State Aid

The commissioner of education shall determine the amount of the additional state aid for OER instructional materials for a district based on PEIMS student enrollment data from the fall snapshot collection of the current school year.

Before PEIMS student enrollment data from the fall snapshot collection of the current school year is available, a district will have an expected allotment amount that is based on 90 percent of the PEIMS student enrollment data from the fall snapshot collection of the previous school year.

Funds may only be used for the costs incurred or for which a district is obligated to pay during the school year in which the aid is provided.

Requisitions

Requisitions for funding must be submitted in TEA's online requisition and disbursement system (EMAT) before August 31 of the fiscal year in which the aid is provided.

The entitlements for each year will be made available for district use through EMAT as early as possible in the fiscal year for which the funds have been appropriated.

Permissible Use of Additional State Aid

The additional state aid for OER instructional materials may be used to purchase:

1. OER instructional material placed on the list of approved materials outlined in Education Code 31.022, including any non-text components of the approved product, such as manipulative kits; and
2. OER instructional material components placed on the list of approved materials outlined in Education Code 31.022, only after an initial purchase of all components of the product.

The additional state aid for OER instructional materials may not be used to purchase or reimburse for:

1. Instructional material or material components not on the list of approved instructional materials;
2. Instructional material placed on the rejected list of instructional materials;
3. Instructional material that promotes three-cueing as defined in Education Code 28.0062(a-1); or
4. Printing of SBOE-approved OER material, which may be otherwise procured through a requisition in EMAT.

The commissioner may grant a waiver to exempt a district from an initial purchase of each component of an approved product if the district can demonstrate that it already possesses an identical or near-identical component for each student and/or teacher as indicated by the product design.

19 TAC 67.1004

Purchasing Method

A district is not required to use a method provided by Education Code 44.031(a) to purchase instructional materials that have been reviewed by TEA and included on the list of approved instructional materials maintained by the SBOE. *Education Code 31.102(d)*

Requisitions, Use, and Distribution

Delegation of Authority

The board may delegate to an employee the authority to requisition, distribute, and manage the inventory of instructional materials, consistent with Education Code Chapter 31 and rules adopted under that chapter. *Education Code 31.104(a)*

Local Funds

A district may use local funds to purchase any instructional materials in addition to those selected under Education Code Chapter 31. *Education Code 31.106*

Online Requisition Program

A district shall make a requisition for instructional materials using EMAT. A district may requisition instructional materials for grades above the grade level in which a student is enrolled. *Education Code 31.103(b)-(c)*

Distribution

The board shall distribute printed instructional materials to students in the manner that the board determines is most effective and economical. *Education Code 31.102(c)*

OER Instructional Materials

A district may adopt OER instructional material at any time. A district may only adopt or otherwise use an OER instructional material that is not included on the list of rejected instructional materials maintained by the SBOE.

Except as otherwise provided by the Education Code, the commissioner may not require a district to adopt or use an OER instructional material. A district may not be charged for a cost associated with the selection of an OER instructional material, except for the cost of printing copies of the material. *Education Code 31.073*

OER Transition Plan

To qualify for additional state aid under Education Code 48.308, the board must adopt an OER instructional material transition plan to assist classroom teachers in the district who will be using an OER instructional material in a specific subject or grade level for which the teacher has not previously used an OER instructional material.

The plan must ensure that OER instructional materials are used in a manner that maintains the instructional flexibility of a classroom teacher to address the needs of each student.

A district that participates in the program developed and maintained by TEA under Education Code 31.0752 is not required to adopt a transition plan under this provision. [See OER Instructional Material Support Program, below]

Education Code 31.0751

The OER instructional material transition plan shall be submitted in a format determined by the commissioner.

A district is required to have a locally maintained OER transition plan that complies with 19 Administrative Code 67.1315 to access funding allotted under Education Code 48.308.

A district is required to submit an OER instructional material transition plan only when:

1. First adopting an SBOE-approved OER product for a grade level or subject/course; or
2. Expanding implementation of an SBOE-approved OER product to additional campuses and/or grade levels.

The OER instructional material transition plan adopted by the board of trustees shall include the plan of the district to ensure the following:

1. Clear communication and stakeholder change management plans and timelines;
2. Timely access to print materials and related manipulatives through OER procurement and distribution;

3. Sufficient planning and instructional time evidenced by instructional calendars and master schedules aligned to the requirements of the materials;

4. Clear expectations for the implementation of:

   a. Instructional materials;

   b. Internalization and student work analysis protocols; and

   c. Curriculum-embedded assessments;

5. Processes for stakeholder communication and public posting, as outlined in Education Code 26.006, if materials have been modified by the district;

6. The maintenance of instructional flexibility through clear guidance for acceptable teacher modifications to instructional pacing, sequencing, and lesson content to address the needs of each student; and

7. Sufficient professional learning and development for school leaders, instructional coaches, and teachers, including:

   a. Pre-service product onboarding and orientation; and

   b. Ongoing, job-embedded, curriculum-based professional learning, including cycles of observation and feedback.

The commissioner may request and review OER instructional material transition plans before funding is released and reject a plan subsequent to review.

19 TAC 67.1315

OER Instructional Material Support Program

TEA shall develop and maintain a program to assist school districts in adopting and using OER instructional material, including by assisting districts to:

1. Maintain the instructional flexibility of classroom teachers to address the needs of each student; and

2. Schedule instructional periods in a manner that allows classroom teachers sufficient time to effectively prepare and present instructional material within the teacher's normal work day.

TEA shall engage in efforts to meet the demand from districts that request assistance for the 2024-25 or 2025-26 school year. Until September 1, 2027, a school district may apply assistance received to offset the payment of costs related to implementing OER

instructional material, regardless of whether the district incurred the cost before receiving the assistance.

Education Code 31.0752

Requisition

A district that selects OER instructional material shall requisition a sufficient number of printed copies for use by students unable to access the instructional material electronically unless the district provides to each student:

1. Electronic access to the instructional material at no cost to the student; or
2. Printed copies of the portion of the instructional material that will be used in the course.

Education Code 31.103(d)

Parent Portal

An entity that hosts an instructional materials parent portal must comply with requests regarding parental access to the portal made by a district in compliance with Education Code 31.154 or Education Code 26.006 [see EFA]. *Education Code 31.154(e)*

[For more information regarding the requirements for certain entities that supply instructional materials to host a parent portal, see Education Code 31.154.]

Bilingual Instructional Materials

A district shall purchase with its allotment or otherwise acquire instructional materials for use in bilingual education classes. *Education Code 31.029*

Certification of Instructional Materials

Prior to the beginning of each school year, a district shall submit to the SBOE and commissioner certification that the district:

1. For each subject in the required curriculum under Education Code 28.002, other than physical education, and each grade level:
    a. Provides each student with instructional materials that cover all elements of the essential knowledge and skills adopted by the SBOE for that subject and grade level; and
    b. In the provision of instructional materials, the district protects students from obscene or harmful content as necessary for compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) [see CQ], Education Code 28.0022 [see EMB], Penal Code 43.22, and any other law or regulation that protects students from obscene or harmful content [see EFA]; and

2. The district used money allocated to the district or school under the instructional materials and technology allotment only for purposes allowed under Education Code 31.0211.

To determine whether each student has instructional materials that cover all elements of the essential knowledge and skills, a district may consider:

1. Instructional materials adopted by the SBOE;
2. Instructional materials developed, purchased, or otherwise acquired by the district; and
3. OER instructional materials and other electronic instructional materials included in the repository under Education Code 31.0722.

Education Code 31.1011

Annual Report

Each district shall annually report to TEA information regarding the instructional materials used by the district during the previous school year, including the cost of each material. *Education Code 31.1012*

Ownership

Except as otherwise provided, a student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school. At the end of the school year for which OER instructional material that a district does not intend to use for another student is distributed, the printed copy of the OER instructional material becomes the property of the student to whom it is distributed.

This provision does not apply to an electronic copy of OER instructional material.

Education Code 31.104(c), (g)-(h)

Responsibility for Instructional Materials and Equipment

Each student or the student's parent or guardian is responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian.

As provided by board policy, a district may waive or reduce the payment required if the student is from a low-income family. [See FP] The district shall allow the student to use instructional materials and technological equipment at school during each school day.

If instructional materials or technological equipment is not returned in an acceptable condition or paid for, a district may withhold the student's records. A district may not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. [See FL and GBA regarding student and parental right to access records; and FD, FFAB, and FL regarding a district's duties to provide records to another district]

The board may not require an employee of the district who acts in good faith to pay for instructional materials or technological equipment that is stolen, misplaced, or not returned by a student. [See DG]

These provisions do not apply to an electronic copy of OER instructional material.

Education Code 31.104(d), (e), (h) [See also EFA]

Acceptable Condition

Printed instructional materials are considered to be in acceptable condition if:

1. The cover, binding, pages, spine, and all integral components of the instructional materials are wholly intact and the instructional materials are fully usable by students; and
2. No component of the instructional materials is soiled, torn, or damaged (whether intentionally or by lack of appropriate care) to the extent that any portion of the content is too disfigured or obscured to be fully accessible to other students.

Electronic instructional materials are considered to be in acceptable condition if:

1. All components or applications that are a part of the electronic instructional materials are returned;
2. The electronic materials perform as they did when they were new;
3. The electronic instructional materials do not contain computer code (e.g., bug, virus, worm, or similar malicious software) that has been designed to self-replicate, damage, change, or otherwise hinder the performance of any computer's memory, file system, or software; and
4. The electronic instructional materials have not been installed with plug-ins, snap-ins, or add-ins without the prior approval of the district.

Technological equipment is considered to be in acceptable condition if:

1. The equipment is returned with the software and hardware in their original condition unless the district authorized changes; and

2. The physical condition of the equipment is fully usable as it was originally intended to be used.

19 TAC 66.1310

Lost or Damaged Instructional Materials

A district may order replacements for instructional materials that have been lost or damaged directly from the publisher of the instructional materials or any source for a printed copy of OER instructional material. *Education Code 31.104(b)*

Sale or Disposal

The board shall determine how the district will dispose of discontinued printed instructional materials, electronic instructional materials, and technological equipment.

Sale

The board may sell printed instructional materials on the date the instructional material is discontinued for use in the public schools by the SBOE or the commissioner. The board may also sell electronic instructional materials and technological equipment owned by the district.

Use of Proceeds

Any funds received by a district from a sale must be used to purchase instructional materials and technological equipment allowed under Education Code 31.0211.

Disposal

The board may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the SBOE if the board determines that the instructional material is not needed by the district and the board does not reasonably expect that the instructional material will be needed. A district must notify the commissioner of any instructional material the district disposes of under this provision.

Education Code 31.105

District Information Required on Website

A district that at any time on or after January 1, 2019, maintained a publicly accessible internet website shall post on a publicly accessible website the following information:

1. The district's contact information, including a mailing address, telephone number, and email address;
2. Each member of the board;
3. The date and location of the next election for board members [see BB series];
4. The requirements and deadline for filing for candidacy of board member, which shall be continuously posted for at least one year before the election day for the office [see BB series];
5. Each notice of a meeting of the board under Government Code Chapter 551, Subchapter C [see BE]; and
6. Each record of a meeting of the board under Government Code 551.021 [see BE].

Items 5 and 6 above do not apply to a district with a population of less than 5,000 in the district's boundaries and located in a county with a population of less than 25,000.

Gov't Code 2051.201

Note: See GBA regarding the confidentiality of certain board member information.

Required Trustee Information

Each district that maintains an internet website shall post on the website the name, email address, and term of office, including the date the term began and the date the term expires, of each member of the district's board of trustees. If a district does not maintain an internet website, the district shall submit the information required above to the Texas Education Agency (TEA). On receipt of the district's information, TEA shall post the information on TEA's internet website.

Not later than the 30th day after a new person is sworn in as a member of a district's board, the district shall update the information required above and, as applicable, post the updated information on the district's internet website or submit the updated information to TEA for posting on TEA's internet website.

A district shall annually submit to TEA the information required above for each member of the district's board of trustees. The in-

formation must identify the member designated as chair and be updated as required.

Education Code 11.1518

Note: The following is an index of website posting requirements that are addressed in the legal reference material of the policy manual. The required postings are listed in the order they appear in the policy manual. The list is not all-inclusive. The list does not address postings that are required in response to a specific incident or postings required under special circumstances.

Required Website Postings

The following posting requirements apply to a district that maintains an internet website:

1. A board may not vote on adoption of a proposed local innovation plan unless the final version of the proposed plan has been available on the district website for at least 30 days. *Education Code 12A.005(a)(1); 19 TAC 102.1307(a)(1)* [See AF]

2. A district designated as a district of innovation shall ensure that a copy of its current local innovation plan is available to the public by posting and maintaining the plan in a prominent location on the district's website. *Education Code 12A.0071(a); 19 TAC 102.1305(e), .1307(f)* [See AF]

3. Not later than 30 days after an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked is assigned, a district must post notice on the home page of its website with a link to the required notification and maintain this until the district is assigned the accredited status. *19 TAC 97.1055(f)* [See AIA]

4. A district with a local accountability system must produce a campus scorecard and make available on the district website an explanation of the methodology used to assign local accountability performance ratings. *19 TAC 97.1003(g)* [See AIA]

5. A board shall disseminate its Texas Academic Performance Report (TAPR) by posting it on the district website. *19 TAC 97.1008(f)* [See AIB]

6. Not later than the 10th day after the first day of instruction of each school year, a district shall make available each campus report card, the district's performance report, the district's accreditation status and performance rating, and a definition and

explanation of each accreditation status. *Education Code 39.362* [See AIB]

7. A district shall post its annual federal report card. *20 U.S.C. 6311(h)(2)* [See AIB]

8. A district or campus assigned a rating of D that qualifies under Education Code 39.0543(b) must notify the public of the meeting for input for the development of a local improvement plan 15 days prior to the meeting by way of the district and campus website. *19 TAC 97.1061(b)(3)(A)(ii)* [See AIC]

9. A campus intervention team must notify the public of the meeting for input for the development of a targeted improvement plan 15 days prior to the meeting by way of the district and campus website. *Education Code 39A.056; 19 TAC 97.1061(e)(3)(A)(ii)* [See AIC]

10. A district shall post a targeted improvement plan for a campus assigned an unacceptable performance rating on its website before the board hearing on the plan. *Education Code 39A.057(b)* [See AIC]

11. A district shall notify stakeholders of their ability to review the completed campus turnaround plan and post the completed plan on the district website at least 30 days before the final plan is submitted to the board of trustees. *19 TAC 97.1064(e)* [See AIC]

12. A district shall post required election notices. *Election Code 85.007* [See BBBA]

13. A district shall post required election information. *Election Code 4.009* [See BBBA]

14. The district shall post the branch daily register each day early voting is conducted. *Election Code 85.072* [See BBBA]

15. A district shall post early voting rosters. *Election Code 87.121* [See BBBA]

16. A district shall post election results. *Election Code 65.016* [See BBBB]

17. A district shall post the minutes of the last regular board meeting held before an election of trustees if the minutes reflect that a trustee is deficient in meeting the trustee's training requirement. *Education Code 11.159(b); 19 TAC 61.1(k)* [See BBD]

18. A district shall post a report filed with the district by a candidate, board member, or specific-purpose committee pursuant to Election Code Chapter 254 not later than the 10th business day after it is received. *Election Code 254.0401* [See BBBC]

19. A district shall provide access to conflicts disclosure statements and questionnaires. *Local Gov't Code 176.009* [See BBFA, CHE]

20. A district shall post the statements regarding activities to support and promote student health. *Education Code 28.004* [See BDF]

21. A district must post notice of school health advisory council (SHAC) meetings. *Education Code 28.004(d-1)* [See BDF]

22. A district must post the minutes and audio or video recording of each SHAC meeting. *Education Code 28.004(d-2)* [See BDF]

23. In addition to the other place at which notice or an agenda of a meeting is required to be posted by the Open Meetings Act, a district must also concurrently post notice of a meeting and the agenda for the meeting on the district's website. *Gov't Code 551.056(b)* [See BE]

24. A district that has a student enrollment of 10,000 or more shall post the archived recording, or a link thereto, of its meetings. *Gov't Code 551.128(b-1)* [See BE]

25. A board shall post minutes of a regular or special meeting, as approved by the board, not later than the seventh day after the date of a meeting at which a quorum of the board is present and voting. *Education Code 11.0621(b)(1)* [See BE]

26. A board shall post any resolution adopted by the board not later than the seventh day after the date of the meeting at which the resolution was adopted. *Education Code 11.0621(b)(2)* [See BE]

27. A district must post notice at least seven days before the date on which a meeting is held to discuss the certification of compliance with Education Code 11.005 (prohibition on diversity, equity, and inclusion activities) and 28.0022 (instructional requirements and prohibitions). *Education Code 39.008* [See BJA, BT, EMB]

28. A district conducting a bond election shall post the election order, the election notice, the contents of the proposition, and any sample ballot. *Election Code 4.003(f)* [See CCA]

29. A district conducting a bond election shall post the voter information document beginning not later than the 21st day before election day and ending on the day after the election. *Gov't Code 1251.052(d)* [See CCA]

30. A district issuing capital appreciation bonds shall post required information about the bonds. *Gov't Code 1201.0245* [See CCA]

31. The tax assessor for a district shall post prominently on a district's website a notice informing each owner of property located in the appraisal district that the estimated amount of taxes to be imposed on the owner's property may be found in the property tax database maintained by the appraisal district under Tax Code 26.17. *Tax Code 26.04(e-2)* [See CCG]

32. Not later than 30 days before the date of an election to approve a tax rate, a district must post the results of an efficiency audit. *Education Code 11.184* [See CCG]

33. A district shall include on the home page of its website the prescribed statement if the district increases the amount of taxes to fund maintenance and operation expenditures. *Tax Code 26.05(b)* [See CCG]

34. A district shall maintain a link to the area of the comptroller's website where information on each of the district's agreements to limit appraised value, if any, is maintained. *Former Tax Code 313.0265(c), as continued in effect by Tax Code 313.171* [See CCGB]

35. A district shall post a summary of its proposed budget concurrently with publication of the proposed budget. *Education Code 44.0041* [See CE]

36. In the format prescribed by the comptroller, a district shall post or cause to be posted tax rate and budget information. *Tax Code 26.18* [See CE]

37. A district shall maintain its adopted budget on the district's website until the third anniversary of the date the budget was adopted. *Education Code 44.0051* [See CE]

38. A district shall continuously post its contact information and Annual Local Debt Report until the district posts the next annual report, or, as an alternative, the district may continually maintain a link to the comptroller's website where the district's financial information may be viewed. *Local Gov't Code 140.008; 34 TAC 10.1-.6* [See CFA]

39. A district must post the Landowner's Bill of Rights statement provided by Government Code 402.031 before or at the same time as the district first represents in any manner to a landowner that the district possesses eminent domain authority. *Property Code 21.0112* [See CHG]

40. A district shall post each severance agreement entered into with an employee or independent contractor in a prominent place on its website. *Local Gov't Code 180.011* [See CJ, DEA]

41. Prior to conducting an active threat exercise, a district must provide adequate notice of the exercise through multiple distribution networks, including the district's website. *19 TAC 103.1211(b)(1)* [See CKB]

42. A district must make available information regarding its compliance with requirements related to the transportation of students enrolled in the district who reside outside the district. *Education Code 34.007* [See CNA]

43. If a district adopts the Health and Human Services model guidelines for use of digital devices developed under Education Code 38.0231(a), the district shall post the guidelines. *Education Code 38.0231(d)* [See CQC]

44. A district that does not participate in the uniform group health insurance program (TRS ActiveCare) shall post its comparability report, together with the policy or contract for the group health coverage plan. *Education Code 22.004(d)* [See CRD]

45. A district that is a service provider seeking to limit liability under the Digital Millennium Copyright Act must post information regarding its designated agent. *17 U.S.C. 512(c)(2)* [See CY]

46. A district shall post its employment policy and any regulations referenced. *Education Code 11.1513(a)* [See DC]

47. A district shall post the board's employment policies. *Education Code 21.204(d)* [See DCB]

48. The board shall make publicly available in a prominent location on the district's website procedures for resolving grievances; standardized forms for filing a grievance, a notice of appeal, or a request for a hearing; and the method by which a grievance may be filed electronically. *Education Code 26A.003* [See DGBA, FNG, GF]

49. The board shall adopt and post on the district's website early childhood literacy and mathematics proficiency plans that set specific annual goals. *Education Code 11.185(a)* [See EA]

50. The board shall post on the district's website and on the website, if any, of each campus the annual report of progress toward the goals set under the early childhood literacy and mathematics plans. *Education Code 11.185* [See EA]

51. The board shall post on the district's website and on the website, if any, of each campus the annual report of progress toward the goals set under the college, career, and military readiness plans. *Education Code 11.186* [See EA]

52. A district shall make available on the district's website at the beginning of each semester an instructional plan or course syllabus for each class offered in the district for that semester. *Education Code 26.0062* [See EEP]

53. A district shall post on the home page of the district's website a notice stating that a parent of a student enrolled in the district is entitled to review instructional materials and may request that the district make the instructional materials available for review. *Education Code 26.006(g)* [See EFA]

54. If established, a local school library advisory council shall ensure that notice of the date, hour, place, and subject of its meetings are posted at least 72 hours before the meeting on the district's website, along with minutes and audio or video recording of the meetings. *Education Code 33.025* [See EFB]

55. A district shall post on its website a form adopted by TEA to be used in making written challenges to library materials. *Education Code 33.027* [See EFB]

56. A district shall post curriculum materials used in the district's human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, if the materials are in the public domain. *Education Code 28.004(j)* [See EHAA]

57. A district shall post the transition and employment guide for students enrolled in special education programs and their parents in order to provide information on statewide services and programs that assist in the transition to life outside the public school system. *Education Code 29.0112* [See EHBAD]

58. Each year, a district shall post a report on measurable outcomes for each dropout recovery education program offered by the district. *Education Code 29.081(e-6)* [See EHBC]

59. A district shall make available on the district or campus website by November 1 of each school year a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. *19 TAC 102.1003(h)* [See EHBG]

60. Annually, a district shall post any agreement between the district and a public institution of higher education to provide a dual credit program. *Education Code 28.009(b-2)* [See EHDD]

61. A district shall publish information from TEA explaining the advantages of the distinguished level of achievement and each endorsement. *Education Code 28.02121* [See EIF]

62. A district shall post the date the PSAT/NMSQT will be administered and the date any college advanced placement tests will be administered. *Education Code 29.916* [See EK]

63. A district that receives funds under Title 1, Part A shall post on its website and the website of each campus for each grade served, information on each assessment required by the state to comply with 20 U.S.C. 6311, other assessments required by the state, and assessments required districtwide. *20 U.S.C. 6312(e)(2)(B)* [See EKB]

64. A district shall post in a prominent location the form developed by TEA for providing information about parental rights and options. *Education Code 26.001(d)(4)* [See FA]

65. A district shall post information regarding local programs and services, including charitable programs and services, available to assist students who are homeless. *Education Code 33.906* [See FDC]

66. A district shall prominently post information about required and recommended immunizations and procedures for claiming an exemption from immunization requirements. *Education Code 38.019* [See FFAB]

67. Each school year, the board shall post a summary of the Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis[1] on the district's website with instructions for obtaining access to the complete guidelines document. *Education Code 38.0151* [See FFAF]

68. A district must prominently display the contact information required to be listed for the Title IX Coordinator and policy. *34 C.F.R. 106.8(b)* [See FFH]

69. A district must make available all materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. *34 C.F.R. 106.45(b)(10)(i)(D)* [See FFH]

70. To the extent practicable, a district must post the procedure for reporting bullying established by the district's bullying policy. *Education Code 37.0832(e)* [See FFI]

71. A district shall post the email address and dedicated phone number of the campus behavior coordinator for each district campus. *Education Code 26.015* [See FO]

72. A district that suspends the applicability of the requirements of the Public Information Act must provide notice to the public of the suspension. The district must maintain the notice of the suspension during the suspension period. *Gov't Code 552.2325(h)* [See GBAA]

73. If the board designates a method for making a written request for public information, other than mail, email, or hand-delivery, the board must post a statement that a request may be made by that method unless the statement is on the sign required by Government Code 552.205. *Gov't Code 552.234(b)* [See GBAA]

74. A board that allows requestors to use the public information request form created by the attorney general must post the form on the district website. *Gov't Code 552.235* [See GBAA]

75. A district shall post on its website and each campus shall post on any campus website a notice regarding the district's ability to refuse entry or eject certain persons, including the appeal process. *Education Code 37.105; 19 TAC 103.1207(g)* [See GKA]

Optional Website Postings

A district that maintains an internet website has the following options:

1. A board may broadcast an open meeting over the internet. *Gov't Code 551.128* [See BE]

2. A district may make its proposed budget clearly accessible on the home page of the district's website instead of including a physical copy of the proposed budget with the notice of a meeting at which the board will discuss or adopt a budget. *Gov't Code 551.043(c)* [See BE, CCG]

3. A district may publish the superintendent's employment contract on the district's website instead of publishing it in the an-

nual financial management report. *19 TAC 109.1001(q)(3)(B)(i)* [See CFA]

4. Notice of a vacant position for which a certificate or license is required may be provided by posting the position on the district's internet website, rather than on a bulletin board. *Education Code 11.1513* [See DC]

5. A district shall either post online or provide physical copies of the report on library materials. *Education Code 35.006* [See EFB]

6. A district may place on its internet website a current copy of the procedural safeguards notice regarding special education and related services. *34 C.F.R. 300.504(b)* [See EHBAE]

7. A district may provide the annual notice to the parent of each student enrolled in grade 9 or above of the availability of subsidies for certain exam fees and the availability and enrollment qualifications for programs under which a student may earn college credit and career and technology education programs or other work-based education programs in the district. *Education Code 28.010* [See EHDD]

8. A board may post a mailing address and email address designated for receiving written requests for public information on its website. *Gov't Code 552.234(d)* [See GBAA]

Geospatial Data Products

"Geospatial data product" means a document, computer file, or internet website that contains geospatial data; a map; or information about a service involving geospatial data or a map. *Gov't Code 2051.101(1)*

Notice

A district shall include a notice on each geospatial data product that:

1. Is created or hosted by the district;

2. Appears to represent property boundaries; and

3. Was not produced using information from an on-the-ground survey conducted by or under the supervision of a registered professional land surveyor or land surveyor authorized to perform surveys under laws in effect when the survey was conducted.

The notice must be in substantially the following form: "This product is for informational purposes and may not have been prepared for or be suitable for legal, engineering, or surveying purposes. It does not represent an on-the-ground survey and represents only the approximate relative location of property boundaries."

The notice may include language further defining the limits of liability of a geospatial data product producer; apply to a geospatial data product that contains more than one map; or for a notice that applies to a geospatial data product that is or is on an internet website, be included on a separate page that requires the person accessing the website to agree to the terms of the notice before accessing the geospatial data product.

Gov't Code 2051.102

Exemption

A district is not required to include the notice on a geospatial data product that:

1. Does not contain a legal description, a property boundary monument, or the distance and direction of a property line;
2. Is prepared only for use as evidence in a legal proceeding;
3. Is filed with the clerk of any court; or
4. Is filed with the county clerk.

Gov't Code 2051.103

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[1] TDSHS Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis: https://www.dshs.texas.gov/sites/default/files/schoolhealth/pdf/FINAL%20Guidelines%20for%20Food%20Allergies%203.2023.pdf

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Note: For information on the new instructional facilities allotment, see CBA.

For additional legal requirements applicable to purchases with federal funds, see CBB.

For information on procuring goods and services under Education Code Chapter 44, see CH.

For required vendor disclosures and contract provisions, including prohibitions, see CHE.

For provisions pertaining to criminal history record information on contractors, see CJA(LEGAL).

For legal requirements related to energy savings performance contracts, see CL.

For facility standards, see CS.

Definition

"Public work contract" means a contract for constructing, altering, or repairing a public building or carrying out or completing any public work. *Gov't Code 2253.001(4)*

Board Authority

A district may adopt rules as necessary to implement Government Code Chapter 2269. *Gov't Code 2269.051; 19 TAC 61.1040(e)(2)(H)*

Delegation of Authority

The board may delegate its authority under Government Code Chapter 2269 regarding an action authorized or required by Chapter 2269 to a designated representative, committee, or other person. *Gov't Code 2269.053(a)*

The district shall provide notice of the delegation, the limits of the delegation, and the name or title of each designated person by rule or in the request for bids, proposals, or qualifications or in an addendum to the request. *Gov't Code 2269.053(b); Education Code 44.0312(a)*

If the district fails to provide that notice, a ranking, selection, or evaluation of bids, proposals, or qualifications for construction services other than by the board in an open public meeting is advisory only. *Education Code 44.0312(a); 19 TAC 61.1040(e)(2)(E)*

A superintendent shall ensure that a requirement to specify the level of delegation of authority is included in the bid specifications when procuring construction services to select a contractor, in accordance with Education Code 44.0312. *19 TAC 61.1040(e)(2)(F)*

[For information regarding delegation in the event of a catastrophe, emergency, or natural disaster, see CH.]

Contracts Valued at or Above $100,000

Except as provided by Education Code Chapter 44, Subchapter B, all district contracts for the purchase of goods and services valued at $100,000 or more in the aggregate for each 12-month period shall be made by the method, of the following methods, that provides the best value for a district [see also CH]:

1. An interlocal contract. *Education Code 44.031(a)(4)* [See CH]
2. A method provided by Government Code Chapter 2269 for construction services. *Education Code 44.031(a)(5)*
    a. Competitive bidding. *Gov't Code 2269 Subch. C* [See CVA]
    b. Competitive sealed proposals. *Gov't Code 2269 Subch. D* [See CVB]
    c. Construction manager-agent method. *Gov't Code 2269 Subch. E* [See CVC]
    d. Construction manager-at-risk method. *Gov't Code 2269 Subch. F* [See CVD]
    e. Design-build method. *Gov't Code 2269 Subch. G* [See CVE]
    f. Job order contracting. *Gov't Code 2269 Subch. I* [See CVF]
3. The reverse auction procedure as defined by Government Code 2155.062(d). *Education Code 44.031(a)(6)* [See CH]

Education Code 44.031(a); Gov't Code Ch. 2269

Exceptions

Emergency Damage or Destruction

For information on procurement options when school equipment, a facility, or personal property is destroyed or severely damaged as a result of an unforeseen catastrophe or emergency, under Education Code 44.031, see CH.

Contracts Requiring a Bond

A reverse auction procedure may not be used to obtain services related to a public work contract for which a bond is required under Government Code 2253.021 [see Payment and Performance Bonds, below]. "Reverse auction procedure" has the meaning assigned by Government Code 2155.062 or a procedure similar to that described by Section 2155.062. *Gov't Code 2253.021(h)*

Notice Publication

A board shall advertise or publish notice of requests for bids, proposals, or qualifications in a manner prescribed by law.

For a contract entered into by a board under a method provided by Government Code 2269, the board shall publish notice of the time and place the bid or proposal or request for qualifications will be received and opened in a manner prescribed by law.

Gov't Code 2269.052(a)-(b)

[See CH for additional notice publication requirements.]

Contract Selection Criteria

In determining the award of a contract under Government Code Chapter 2269, the district shall consider and apply:

1. Any existing laws, including any criteria, related to historically underutilized businesses; and
2. Any existing laws, rules, or applicable municipal charters, including laws applicable to local governments, related to the use of women, minority, small, or disadvantaged businesses.

In determining the award of a contract, the district may consider:

1. The price.
2. The offeror's experience and reputation.
3. The quality of the offeror's goods or services.
4. The impact on the ability of the district to comply with rules relating to historically underutilized businesses.
5. The offeror's safety record.
6. The offeror's proposed personnel.
7. Whether the offeror's financial capability is appropriate to the size and scope of the project.
8. Any other relevant factor specifically listed in the request for bids, proposals, or qualifications.

Gov't Code 2269.055

Experience Modifier *Definitions*

"Contract" means a contract awarded by a district that is:

1. A construction contract, as defined by Business and Commerce Code 272.0001; or
2. A contract for constructing, altering, or repairing a public building or carrying out or completing any public work.

"Contract solicitation" means a request for bids, proposals, qualifications, offers, or other responses from potential contractors under a contract.

"Experience modifier" means a factor expressed as a value that:

1. Is assigned to an employer seeking to purchase a workers' compensation insurance policy in this state;
2. Affects the premium amount for the policy; and
3. Is based on the employer's past loss experience.

Voidable Contract Provisions

An offer to contract or a contract solicitation may not require a specified experience modifier in order to accept the offer or respond to the contract solicitation.

A contract or an agreement collateral to or affecting a contract may not require the contractor to have a specified experience modifier.

A contract solicitation, an offer, a contract, or an agreement collateral to or affecting a contract that violates these requirements is voidable as against public policy.

Gov't Code 2252.910

Using Method Other Than Competitive Bidding

The board that considers a construction contract using a method authorized by Government Code Chapter 2269 other than competitive bidding must, before advertising, determine which method provides the best value for the district.

Determine Best Value

Publish Criteria

The district shall base its selection among offerors on applicable criteria listed for the particular method used. The district shall publish in the request for proposals or qualifications:

1. The criteria that will be used to evaluate the offerors;
2. The applicable weighted value for each criterion; and
3. A detailed methodology for scoring each criterion.

Make Evaluations Public

The district shall document the basis of its selection and shall make the evaluations public not later than the seventh day after the date the contract is awarded.

Gov't Code 2269.056

Submission

A person who submits a bid, proposal, or qualification to a governmental entity shall seal it before delivery. *Gov't Code 2269.059*

Documents Related to Evaluation and Ranking

An offeror who submits a bid, proposal, or response to a request for qualifications for a construction contract under Government Code Chapter 2269 may, after the contract is awarded, make a request in writing to the district to provide documents related to the evaluation of the offeror's submission.

Not later than the 30th day after the date a request is made, the district shall deliver to the offeror the documents relating to the evaluation of the submission including, if applicable, its ranking of the submission.

Gov't Code 2269.060

Uniform General Conditions for Contracts

After reviewing the uniform general conditions adopted by the Texas Facilities Commission under Government Code 2166.302, a school district may adopt uniform general conditions to be incorporated in all district building construction contracts. *Education Code 44.035*

Right to Work

While engaged in procuring goods or services, awarding a contract, or overseeing procurement or construction for a public work or public improvement under Government Code Chapter 2269, a district:

1. May not consider whether a person is a member of or has another relationship with any organization; and
2. Shall ensure that its bid specifications and any subsequent contract or other agreement do not deny or diminish the right of a person to work because of the person's membership or other relationship status with respect to an organization.

Gov't Code 2269.054

Collective Bargaining

A district awarding a public work contract funded with state money, including the issuance of debt guaranteed by the state, may not:

1. Prohibit, require, discourage, or encourage a person bidding on the public work contract, including a contractor or subcontractor, from entering into or adhering to an agreement with a collective bargaining organization relating to the project; or
2. Discriminate against a person described by item 1 based on the person's involvement in the agreement, including the person's status or lack of status as a party to the agreement or willingness or refusal to enter into the agreement.

Gov't Code 2269.0541(a)

Out-of-State Bidders

For legal requirements regarding out-of-state bidders, see CH.

Change Orders

If a change in plans or specifications is necessary after the performance of a contract is begun or if it is necessary to decrease or increase the quantity of work to be performed or of materials, equipment, or supplies to be furnished, the district may approve change orders making the changes. The district may grant general authority to an administrative official to approve the change orders.

The total contract price may not be increased because of the changes unless additional money for increased costs is approved for that purpose from available money or is provided for by the authorization of the issuance of time warrants.

A contract with an original contract price of $1 million or more may not be increased by more than 25 percent. If a change order for a contract with an original contract price of less than $1 million increases the contract amount to $1 million or more, the total of the subsequent change orders may not increase the revised contract amount by more than 25 percent of the original contract price.

Education Code 44.0411

Unsigned Change Orders

A vendor may elect not to proceed with additional work directed by a district under a public work contract if:

1. The vendor has not received a written, fully executed change order for the district-directed additional work; and
2. The aggregate actual or anticipated value of the additional work under the vendor's contract terms plus any previous district-directed additional work for which the vendor has not received a written, fully executed change order exceeds 10 percent of the vendor's original public work contract amount.

A subcontractor may elect not to proceed with additional work directed by a vendor under a subcontract if:

1. The subcontractor has not received a written, fully executed change order for the district-directed additional work from the vendor; and
2. The aggregate actual or anticipated value of the additional work under the subcontractor's subcontract terms plus any previous district-directed additional work for which the subcontractor has not received a written, fully executed change order exceeds 10 percent of the subcontractor's subcontract amount.

A vendor or subcontractor who elects not to proceed with additional work is not responsible for damages associated with the election not to proceed.

Gov't Code 2251.0521

Inspection, Verification, and Testing

Independently of the contractor, construction manager-at-risk, or design-build firm, a district shall provide or contract for the construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district. The district shall select the services for

which it contracts in accordance with Government Code 2254.004. *Gov't Code 2269.058*

Note: For additional requirements related to code compliance, including fees and contracts, see 19 Administrative Code 61.1040(e)(5).

Impact Fees

A district is not required to pay impact fees imposed under Local Government Code Chapter 395 unless the board consents to the payment of the fees by entering a contract with the political subdivision that imposes the fees. The contract may contain terms the board considers advisable to provide for the payment of the fees. *Local Gov't Code 395.022*

Design Professionals

A district shall designate one design professional to be the prime design professional for a capital improvement project and shall contractually engage the prime design professional to review and coordinate the design of the project, allowing the prime design professional to rely on and contract for other design professionals where appropriate. *19 TAC 61.1040(a)(4), (e)(4)(D)*

A district shall require any design professional contractually engaged to procure professional design services from any other design professional as a subconsultant to select and subcontract the professional design services based on the qualification-based selection process established in Government Code Chapter 2254. [See Procuring Architectural or Engineering Services, below] *19 TAC 61.1040(e)(5)(B)*

Architects and Engineers

An architect or engineer required to be selected or designated under Government Code Chapter 2269 has full responsibility for complying with Occupations Code Chapter 1051 or 1001, as applicable.

If the selected or designated architect or engineer is not a full-time employee of the district, the district shall select the architect or engineer on the basis of demonstrated competence and qualifications as provided by Government Code 2254.004 [see Procuring Professional Services, below].

Gov't Code 2269.057

Registered Architect

An architectural plan or specification for any of the following may be prepared only by an architect:

1. A new building having construction costs exceeding $100,000 that is to be:

    a. Constructed and owned by a district; and

b. Used for education, assembly, or office occupancy; or

2. An alteration or addition having construction costs exceeding $50,000 that:

a. Is to be made to an existing building that:

(1) Is owned by a district; and

(2) Is or will be used for education, assembly, or office occupancy; and

b. Requires the removal, relocation, or addition of a wall or partition or the alteration or addition of an exit.

This provision does not prohibit an owner of a building from contracting with an architect or engineer as the prime design professional for a building construction, alteration, or addition project. Designation as the prime design professional does not expand the scope of practice of an architect or engineer beyond the scope of practice that the architect or engineer is authorized to practice under Occupations Code Chapter 1001 or 1051.

Occupations Code 1051.703; 22 TAC 1.212

Registered Engineer

A district may not construct a public work involving engineering in which the public health, welfare, or safety is involved, unless:

1. The engineering plans, specifications, and estimates have been prepared by an engineer; and

2. The engineering construction is to be performed under the direct supervision of an engineer.

Occupations Code 1001.407

The following work is exempt from Occupations Code Chapter 1001 (Texas Engineering Practice Act):

1. A public work that involves electrical or mechanical engineering, if the contemplated expense for the completed project is $8,000 or less; or

2. A public work that does not involve electrical or mechanical engineering, if the contemplated expense for the completed project is $20,000 or less.

Occupations Code 1001.053

Certification for Purchases Through Purchasing Cooperatives

A district may not enter into a contract to purchase construction-related goods or services through a purchasing cooperative under Government Code Chapter 791 in an amount greater than $50,000 unless a person designated by the district certifies in writing that:

1. The project for which the construction-related goods or services are being procured does not require the preparation of plans and specifications under Occupation Code Chapter 1001 or 1051; or

2. The plans and specifications required under Occupation Code Chapters 1001 and 1051 have been prepared.

"Purchasing cooperative" means a group purchasing organization that governmental entities join as members and the managing entity of which receives fees from members or vendors.

Gov't Code 791.011(j)

Note: For legal provisions related to interlocal contracts, generally, see GRB.

For legal provisions related to using interlocal contracts for purchasing goods and services, see CH.

Procuring Architectural or Engineering Services

Education Code 44.031 does not apply to a contract for professional services rendered, including the services of an architect. *Education Code 44.031(f)* [See CH for information on the Professional Services Procurement Act generally.]

In procuring architectural, engineering, or land-surveying services, a district shall:

1. First select the most highly qualified provider on the basis of demonstrated competence and qualifications; and

2. Then attempt to negotiate with that provider a contract at a fair and reasonable price.

If a satisfactory contract cannot be negotiated with the most highly qualified provider of architectural, engineering, or land-surveying services, a district shall formally end negotiations with that provider, select the next most highly qualified provider, and attempt to negotiate a contract with that provider at a fair and reasonable price. The district shall continue this process to select and negotiate with providers until a contract is entered into.

Gov't Code 2254.004

An interlocal contract between a district and a purchasing cooperative may not be used to purchase engineering or architectural services. *Gov't Code 791.011(h)*

Contracts for Engineering, Architectural, or Land Surveying Services

A covenant or promise in, in connection with, or collateral to a contract for engineering, architectural, or land surveying services to which a district is a party is void and unenforceable if the covenant or promise provides that a licensed engineer, registered architect, or land surveyor whose work product is the subject of the contract

Indemnification

must indemnify or hold harmless the district against liability for damage, other than liability for damage to the extent that the damage is caused by or results from an act of negligence, intentional tort, intellectual property infringement, or failure to pay a subcontractor or supplier committed by the indemnitor or the indemnitor's agent, consultant under contract, or another entity over which the indemnitor exercises control.

Duty to Defend

Except as provided below, a covenant or promise in, in connection with, or collateral to a contract for engineering, architectural, or land surveying services to which a district is a party is void and unenforceable if the covenant or promise provides that a licensed engineer, registered architect, or land surveyor whose work product is the subject of the contract must defend a party, including a third party, against a claim based wholly or partly on the negligence of, fault of, or breach of contract by the district, the district's agent, the district's employee, or other entity, excluding the engineer, architect, or land surveyor or that person's agent, employee, or subconsultant, over which the district exercises control. A covenant or promise may provide for the reimbursement of a district's reasonable attorney's fees in proportion to the engineer's, architect's, or land surveyor's liability.

District as Additional Insured

A district may require in a contract for engineering, architectural, or land surveying services to which the district is a party that the engineer, architect, or land surveyor name the district as an additional insured under the engineer's, architect's, or land surveyor's general liability insurance policy and provide any defense provided by the policy.

Standard of Care

A contract for engineering, architectural, or land surveying services to which a district is a party must require a licensed engineer, registered architect, or land surveyor to perform services:

1. With the professional skill and care ordinarily provided by competent engineers, architects, or land surveyors practicing under the same or similar circumstances and professional license; and

2. As expeditiously as is prudent considering the ordinary professional skill and care of a competent engineer, architect, or land surveyor.

In a contract for engineering, architectural, or land surveying services to which a district is a party, a provision establishing a different standard of care than a standard described above is void and unenforceable. If a contract contains a void and unenforceable provision, the standard of care described above applies.

Nothing in these provisions prohibits a district in a contract for engineering or architectural services to which the district is a party from including and enforcing conditions that relate to the scope, fees, and schedule of a project in the contract.

Local Gov't Code 271.904

Payment and Performance Bonds

A district that makes a public work contract with a prime contractor shall require the contractor, before beginning the work, to execute to the district:

1. A performance bond if the contract is in excess of $100,000; and

2. A payment bond if the contract is in excess of $25,000.

A bond required by this provision must be executed by a corporate surety in accordance with Insurance Code Article 7.19-1 (now Insurance Code 3503.001-.005). A bond for a public work contract with a district must be payable to and its form must be approved by the awarding board.

Gov't Code 2253.021(a), (d)-(e)

The performance bond is solely for the protection of the district awarding the public work contract, in the amount of the contract, and conditioned on the faithful performance of the work in accordance with the plans, specifications, and contract documents. *Gov't Code 2253.021(b)*

The payment bond is solely for the protection and use of payment bond beneficiaries who have a direct contractual relationship with the prime contractor or a subcontractor to supply public work labor or material, and in the amount of the contract. *Gov't Code 2253.021(c)*

Failure to Obtain Payment Bond

If a district fails to obtain from a prime contractor a payment bond as required above or fails to include in a lease the lease terms required by Government Code 2252.909 [see CDB]:

1. The district is subject to the same liability that a surety would have if the surety had issued a payment bond and if the district had obtained the bond; and

2. A payment bond beneficiary is entitled to a lien on money due to the prime contractor in the same manner and to the same extent as if the public work contract were subject to Property Code Chapter 53, Subchapter J (Lien on Money Due Public Works Contractor).

Gov't Code 2253.027(a)

Bond for Insured Loss

A district shall ensure that an insurance company that is fulfilling its obligation under a contract of insurance by arranging for the replacement of a loss, rather than by making a cash payment directly to the district, furnishes or has furnished by a contractor:

1. A performance bond as described above for the benefit of a district; and

2. A payment bond, as described above for the benefit of the beneficiaries described above.

If the payment bond is not furnished, the district is subject to the same liability that a surety would have if the surety had issued the payment bond and the district had required the bond to be provided.

The bonds required to be furnished by the provisions above shall be furnished before the contractor begins work. It is an implied obligation under a contract of insurance for the insurance company to furnish these bonds.

Exception to Bond Requirement

These provisions do not apply to a district when a surety company is complying with an obligation under a bond that had been issued for the benefit of the district.

Gov't Code 2253.022

Prevailing Wage on Public Works

"Worker" includes a laborer or mechanic. *Gov't Code 2258.001(3)*

A worker employed on a public work by or on behalf of a district shall be paid:

1. Not less than the general prevailing rate of per diem wages for work of a similar character in the locality in which the work is performed; and

2. Not less than the general prevailing rate of per diem wages for legal holiday and overtime work.

The requirements above do not apply to maintenance work. A worker is employed on a public work for purposes of this provision if the worker is employed by a contractor or subcontractor in the execution of a contract for public work with a district.

Gov't Code 2258.021

For a contract for a public work awarded by a district, the board shall determine the general prevailing rate of per diem wages in the district for each craft or type of worker needed to execute the contract and the prevailing rate for legal holiday and overtime work by:

1. Conducting a survey of the wages received by classes of workers employed on projects of a character similar to the contract work in the district in which the public work is to be performed; or

2. Using the prevailing wage rate as determined by the U.S. Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. Section 276a et seq.), and its subsequent amendments.

The board shall determine the general prevailing rate of per diem wages as a sum certain, expressed in dollars and cents. A board shall specify in the call for bids for the contract and in the contract itself the wage rates determined under these provisions. The board's determination of the general prevailing rates of per diem wages is final.

Gov't Code 2258.022(a), (c)-(e)

Government Code 2258.022(b) applies to a public work located in a county bordering the United Mexican States or in a county adjacent to a county bordering the United Mexican States. *Gov't Code 2258.022(b)*

Enforcement

A board awarding a contract, and an agent or officer of the board, shall:

1. Take cognizance of complaints of all violations of Government Code Chapter 2258 committed in the execution of the contract; and

2. Withhold money forfeited or required to be withheld under Government Code Chapter 2258 from the payments to the contractor under the contract, except that the board may not withhold money from other than the final payment without a determination by the board that there is good cause to believe

that the contractor has violated Government Code Chapter 2258.

On receipt of information, including a complaint by a worker, concerning an alleged violation of Government Code 2258.023 [see Penalty for Noncompliance, below] by a contractor or subcontractor, a board shall make an initial determination as to whether good cause exists to believe that the violation occurred. A board must make its determination before the 31st day after the date the board receives the information. A board shall notify in writing the contractor or subcontractor and any affected worker of its initial determination.

Gov't Code 2258.051-.052(a)-(c)

Retainage and Reimbursement

A board shall retain any amount due under the contract pending a final determination of the violation. *Gov't Code 2258.052(d)*

Note: Arbitration of unresolved issues is governed by Government Code 2258.053-.055.

A board shall use any amounts retained under Government Code Chapter 2258 to pay the worker the difference between the amount the worker received in wages for labor on the public work at the rate paid by the contractor or subcontractor and the amount the worker would have received at the general prevailing rate as provided in the arbitrator's award. The board may adopt rules, orders, or ordinances relating to the manner in which the reimbursement is made. *Gov't Code 2258.056(a)-(b)*

Penalty for Noncompliance

The contractor who is awarded a contract by a district or a subcontractor of the contractor shall pay not less than the rates determined under these provisions to a worker employed by it in the execution of the contract. A contractor or subcontractor who violates this provision shall pay to the district on whose behalf the contract is made, $60 for each worker employed for each calendar day or part of the day that the worker is paid less than the wage rates stipulated in the contract. A board awarding a contract shall specify this penalty in the contract. A contractor or subcontractor does not violate this section if a board awarding a contract does not determine the prevailing wage rates and specify the rates in the contract as required by these provisions. The board shall use any money collected under this provision to offset the costs incurred in the administration of Government Code Chapter 2258. *Gov't Code 2258.023*

Criminal Offense

An officer, agent, or representative of a district commits an offense if the person willfully violates or does not comply with a provision of Government Code 2258. *Gov't Code 2258.058(a)*

Required Workers' Compensation Coverage

A district shall ensure a contract for construction services required to be procured by a method in Government Code Chapter 2269 specifies the contractor's responsibilities for site safety and requires compliance with the requirement to provide workers' compensation insurance in accordance with Labor Code 406.096, below. *19 TAC 61.1040(e)(3)(D)*

A district that enters into a building or construction contract shall require the contractor to certify in writing that the contractor provides workers' compensation insurance coverage for each employee of the contractor employed on the public project. Each subcontractor shall provide such a certificate relating to coverage of the subcontractor's employees to the general contractor, who shall provide the subcontractor's certificate to the district. *Labor Code 406.096(a)-(b)*

A district that enters into a building or construction contract on a project shall:

1. Include in the bid specifications all the duties and responsibilities of contractors pertaining to required workers' compensation coverage, using the language required by 28 Administrative Code 110.110(c)(7).
2. As part of the contract, using the language required by 28 Administrative Code 110.110(c)(7), require the contractor to perform the duties and responsibilities pertaining to required workers' compensation coverage as set out in 28 Administrative Code 110.110(d).
3. Obtain from the contractor a certificate of coverage for each person providing services on the project, prior to that person beginning work on the project.
4. Obtain from the contractor a new certificate of coverage showing extension of coverage:
    a. Before the end of the current coverage period, if the contractor's current certificate shows that the coverage period ends during the duration of the project; and
    b. No later than seven days after the expiration of the coverage for each other person providing services on the project whose current certificate shows that the coverage period ends during the duration of the project.

5. Retain certificates of coverage on file for the duration of the project and for three years thereafter.

6. Provide a copy of the certificate of coverage to the Texas Department of Insurance, Division of Workers' Compensation upon request and to any person entitled to a copy by law.

7. Use the language contained in 28 Administrative Code 110.110(c)(7) for bid specifications and contracts, without any additional words or changes, except those required to accommodate the specific document in which they are contained or to impose stricter standards of documentation.

28 TAC 110.110(c)

Exception — This coverage requirement does not apply to sole proprietors, partners, and corporate officers who meet the requirements of Labor Code 406.097(c), and who are explicitly excluded from coverage in accordance with Labor Code 406.097(a). *28 TAC 110.110(i)*

Definitions — "Persons providing services on the project" includes all persons or entities performing all or part of the services the contractor has undertaken to perform on the project, regardless of whether that person contracted directly with the contractor and regardless of whether that person has employees. This includes but is not limited to independent contractors, subcontractors, leasing companies, motor carriers, owner-operators, employees of any such entity, or employees of any entity furnishing persons to perform services on the project. "Services" includes but is not limited to providing, hauling, or delivering equipment or materials, or providing labor, transportation, or other service related to a project. "Services" does not include activities unrelated to the project, such as food/beverage vendors, office supply deliveries, and delivery of portable toilets. *28 TAC 110.110(a)(7)*

"Project" includes the provision of all services related to a building or construction contract for a district. *28 TAC 110.110(a)(8)*

Criminal Offenses — For information on criminal offenses for violations of Education Code 44.031, see CH.

Enforcement Actions — Government Code Chapter 2269 may be enforced through an action for declaratory or injunctive relief filed not later than the 15th day after the date on which the contract is awarded. *Gov't Code 2269.452*

Defects in Facilities — A district that brings an action for recovery of damages for the defective design, construction, renovation, or improvement of a district facility financed by bonds shall provide the commissioner with written notice of the action by registered or certified mail, return re-

ceipt requested, not later than the 30th day after the date the action is filed. If the district fails to comply with this provision, the court or an arbitrator or other adjudicating authority shall dismiss the action without prejudice. The dismissal of an action under this provision extends the statute of limitations on the action for a period of 90 days.

The notice must include a copy of the petition and an itemized list of the defects in the design, construction, renovation, or improvement for which the district is seeking damages under the action.

In an action involving an instructional facility financed by bonds for which the district receives state assistance under Education Code Chapter 46, Subchapter A (Instructional Facilities Allotment), the commissioner may join in the action on behalf of the state to protect the state's share in the action.

A district that brings an action under these provisions shall use the net proceeds from the action for:

1. The repair of the defective design, construction, renovation, or improvement of the facility on which the action is brought, including the repair of any ancillary damage to furniture and fixtures;
2. The replacement of the facility on which the action is brought;
3. The reimbursement of the district for a repair or replacement; or
4. Any other purpose with written approval from the commissioner.

Education Code 46.008 applies to the repair. A district shall provide to the commissioner an itemized accounting of any repairs made.

The state's share resulting from an action brought under these provisions involving an instructional facility financed by bonds for which the school district receives state assistance under Education Code Chapter 46, Subchapter A is state property. The district shall send to the comptroller any portion of the state's share not used by the district to repair the defective design, construction, renovation, or improvement of the instructional facility on which the action is brought or to replace the facility. Education Code 48.272 applies to the state's share.

Definitions "Net proceeds" means the difference between the amount recovered by or on behalf of a school district in an action, by settlement

or otherwise, and the legal fees and litigation costs incurred by the district in prosecuting the action.

"State's share" means an amount equal to the district's net proceeds from the recovery multiplied by a percentage determined by dividing the amount of state assistance under Education Code Chapter 46, Subchapter A used to pay the principal of and interest on bonds issued in connection with the instructional facility that is the subject of the action by the total amount of principal and interest paid on the bonds as of the date of the judgment or settlement.

Education Code 44.151

Attorney General Enforcement

If the attorney general believes that a district has violated or is violating Education Code 44.151(d), (e), or (f) (use of proceeds, accounting, and the state's share), the attorney general may, after providing at least two weeks' notice to the district, bring an action on behalf of the state to enjoin the district from violating those sections.

In such an action, the attorney general may request and the court may order any other appropriate relief that is in the public interest, including payment of:

1. A civil penalty in an amount not to exceed $20,000 for each violation;
2. The attorney general's reasonable costs for investigating and prosecuting the violation; or
3. If applicable, the amount of the state's share.

Education Code 44.152(a)-(b)

Attorney Fees

A governmental contract may not provide for the award of attorney's fees to a district in a dispute in which the district prevails unless the contract provides for the award of attorney's fees to each other party to the contract if that party prevails in the dispute.

"Governmental contract" means a contract awarded by a governmental entity for general construction, an improvement, a service, or a public works project or for a purchase of supplies, materials, or equipment.

Gov't Code 2252.904

Construction Liability Claims

To assert a claim against a contractor, subcontractor, supplier, or design professional for damages arising from damage to or loss of real or personal property caused by an alleged construction defect in an improvement to real property that is a public building or public work in which the district has an interest, the district must comply

with Government Code Chapter 2272, which may not be waived. A purported waiver of Chapter 2272 is void. *Gov't Code 2272.002(a), .0025*

Minimum Salary Schedule — Educators

A district shall pay each classroom teacher, full-time librarian, full-time school counselor, or full-time nurse not less than the minimum monthly salary, based on the employee's level of experience, specified in Education Code 21.402 and 19 Administrative Code 153.1021.

Definitions

Classroom Teacher

"Classroom teacher" means an educator who teaches an average of at least four hours per day in an academic or career and technology instructional setting, focusing on the delivery of the Texas Essential Knowledge and Skills, and who holds the relevant certificate from the State Board for Educator Certification (SBEC). Although noninstructional duties do not qualify as teaching, necessary functions related to the educator's instructional assignment, such as instructional planning and transition between instructional periods, should be applied to creditable classroom time.

Librarian

"Librarian" means an educator who provides full-time library services and holds the relevant certificate from SBEC.

School Counselor

"School counselor" means an educator who provides full-time counseling and guidance services and holds the relevant certificate from SBEC.

Nurse

"Nurse" means an educator employed to provide full-time nursing and health-care services and who meets all the requirements to practice as a registered nurse (RN) pursuant to the Nursing Practice Act and the rules and regulations relating to professional nurse education, licensure, and practice and has been issued a license to practice professional nursing in Texas.

Full-Time

"Full-time" means contracted employment for at least ten months (187 days) for 100 percent of the school day, in accordance with the definitions of school day in Education Code 25.082, employment contract in Education Code 21.002, and school year in Education Code 25.081.

19 TAC 153.1022(a)

Placement on Salary Schedule

The commissioner's rules determine the experience for which a teacher, librarian, school counselor, or nurse is to be given credit in placing the teacher, librarian, school counselor, or nurse on the minimum salary schedule. A district shall credit the teacher, librarian, school counselor, or nurse for each year of experience, whether or not the years are consecutive. *Education Code 21.402(a), .403(c); 19 TAC 153.1022*

Employees Formerly on Career Ladder

A teacher or librarian who received a career ladder supplement on August 31, 1993, is entitled to at least the same gross monthly salary the teacher or librarian received for the 1994-95 school year as long as the teacher or librarian is employed by the same district.

In addition, a teacher or librarian who was on level two or three of the career ladder is entitled, as long as he or she is employed by the same district, to placement on the minimum salary schedule according to the guidelines at Education Code 21.403(d). *Education Code 21.402(f), .403(d)*

Pay Increases

A district shall not grant any extra compensation, fee, or allowance to a public officer, agent, servant, or contractor after service has been rendered or a contract entered into and performed in whole or in part. *Tex. Const. Art. III, Sec. 53*

Public Hearing — Contract Employees

A district may not pay an employee or former employee more than an amount owed under a contract with the employee unless the district holds at least one public hearing. Notice of the hearing must be given in accordance with notice of a public meeting under the Texas Open Meetings Act [see BE].

The board must state the following at the public hearing:

1. The source and exact amount of the payment;
2. The reason the payment is being offered including the public purpose that will be served by making the payment; and
3. The terms for distribution of the payment that effect and maintain the public purpose.

Local Gov't Code 180.007

Severance Pay

A district that enters into a contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, that contains a provision for severance pay with an employee must include:

1. A requirement that severance pay that is paid from public money may not exceed the amount of compensation, at the rate at the termination of employment or the contract, the employee would have been paid for 20 weeks, excluding paid time off or accrued vacation leave; and
2. A prohibition of the provision of severance pay when the employee is terminated for misconduct.

Definitions

"Misconduct" means an act or omission by any employee of a political subdivision in the performance of the employee's duties that the school board determines to be misconduct. The term includes any finding of criminal conduct.

"Severance pay" means a dismissal or separation income paid on termination of the employment of an employee that is in addition to

the employee's usual earnings from the employer at the time of termination.

Website Posting — A political subdivision shall post each severance agreement in a prominent place on the political subdivision's internet website.

Application — These requirements apply to an action brought against a district by an employee of the district arising from the termination of the person's employment. A court may not issue a writ of execution or mandamus in connection with a judgment in the action if the judgment does not comply with this section.

Local Gov't Code 180.011 [For provisions related to severance agreements for independent contractors, see CJ.]

Salary Advances and Loans — A district shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. *Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.—Houston [1st Dist.] 1976, no writ)*

Designation of Compensation for Benefits — An employee who is covered by a cafeteria plan or who is eligible to pay health-care premiums through a premium conversion plan may elect to designate a portion of the employee's compensation to be used as health-care supplementation. The amount designated may not exceed the amount permitted under federal law. *Education Code 22.103*

Use — An employee may use the compensation designated for health-care supplementation for any employee benefit, including depositing the designated amount into a cafeteria plan in which the employee is enrolled or using the designated amount for health-care premiums through a premium conversion plan. *Education Code 22.106*

Annual Election — Each school year, an active employee must elect in writing whether to designate a portion of the employee's compensation to be used as health-care supplementation. The election must be made at the same time that the employee elects to participate in a cafeteria plan, if applicable. *Education Code 22.105*

Definition — For purposes of the designation of compensation as health-care supplementation, "employee" means an active, contributing member of the Teacher Retirement System (TRS) who:

1. Is employed by a district;
2. Is not a retiree eligible for coverage under Insurance Code Chapter 1575 (retiree group health benefits);
3. Is not eligible for coverage by a group insurance plan under Insurance Code Chapter 1551 (state employee health insur-

ance) or Chapter 1601 (state university employee health insurance); and

4. Is not an individual performing personal services for the district as an independent contractor.

Education Code 22.101(2)

TRS Contributions for New Hires

During each fiscal year, a district shall pay an amount equal to the state contribution rate, as established by the General Appropriations Act for the fiscal year, applied to the aggregate compensation of new members of the retirement system, during their first 90 days of employment.

"New member" means a person first employed on or after September 1, 2005, including a former member who withdrew retirement contributions under Government Code 822.003 and is reemployed on or after September 1, 2005.

On a monthly basis, a district shall:

1. Certify to TRS the total amount of salary paid during the first 90 days of employment of a new member and the total amount of employer payments under this section for the payroll periods; and

2. Retain information, as determined by TRS, sufficient to allow administration of this section, including information for each employee showing the applicable salary as well as aggregate compensation for the first 90 days of employment for new employees.

A district must remit the amount required under this section to TRS at the same time the district remits the member's contribution. In computing the amount required to be remitted, a district shall include compensation paid to an employee for the entire pay period that contains the 90th calendar day of new employment.

Gov't Code 825.4041

TRS Surcharge for Rehired Retirees

TRS Fund Contributions

During each payroll period for which a retiree is reported, a district shall contribute to the retirement system for each retiree reported an amount based on the retiree's salary equal to the sum of:

1. The current contribution amount that would be contributed by the retiree if the retiree were an active, contributing member; and

2. The current contribution amount authorized by the General Appropriations Act that the state would contribute for that retiree if the retiree were an active, contributing member.

Gov't Code 825.4092(b)

Health Insurance Contributions

In addition, each payroll period and for each rehired retiree who is enrolled in TRS Care (retiree group health insurance), a district shall contribute to the TRS Care trust fund an amount established by TRS. In determining the amount to be contributed by the district, TRS shall consider the amount a retiree is required to pay for the retiree and any enrolled dependents to participate in the group program and the full cost of the retiree's and enrolled dependents' participation in the group program. If more than one employer reports the retiree to TRS during a month, the amount of the required payment shall be prorated among employers. *Gov't Code 825.4092(c); Insurance Code 1575.204(b)*

Exception

A district is not required to contribute these amounts for a retiree who retired from the retirement system before September 1, 2005. *Gov't Code 825.4092(e)*

Notice Regarding Earned Income Tax Credit

Not later than March 1 of each year, a district shall provide employees with information regarding general eligibility requirements for the federal earned income tax credit by one of the following means:

1. In person;
2. Electronically at the employee's last known email address;
3. Through a flyer included, in writing or electronically, as a payroll stuffer; or
4. By first class mail to the employee's last known address.

A district may not satisfy this requirement solely by posting information in the workplace.

In addition, a district may provide employees with IRS publications and forms, or information prepared by the comptroller, relating to the earned income tax credit.

Labor Code 104.001-.003

Decreasing Pay

The commissioner has held that a district may reduce educator compensation if it gives sufficient warning of a possible reduction in pay when educators can still unilaterally resign from their contracts. A sufficient warning must be both formal enough and specific enough to give educators a meaningful opportunity to decide whether to continue employment with a district. *Brajenovich v. Alief*

Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 021-R1O-1106 (2009)

Widespread Salary Reductions

The following provisions apply only to a widespread reduction in the amount of annual salaries paid to classroom teachers in a district based primarily on district financial conditions rather than on teacher performance.

For any school year in which a district has reduced the amount of the annual salaries paid to classroom teachers from the amount paid for the preceding school year, the district shall reduce the amount of the annual salary paid to each district administrator or other professional employee by a percent or fraction of a percent that is equal to the average percent or fraction of a percent by which teacher salaries have been reduced.

Education Code 21.4032

A board may not reduce salaries until the district has complied with the requirements at Education Code 21.4022 [see Salary Reduction/Furlough Process, below]. *Education Code 21.4022*

Furlough Program

In accordance with district policy [see DFFA], a board may implement a furlough program and reduce the number of days of service otherwise required under Education Code 21.401 [see DC] by not more than six days of service during a school year if the commissioner certifies that the district will be provided with less state and local funding for that year than was provided to the district for the 2010-11 school year. *Education Code 21.4021(a)*

A board may not implement a furlough program until the district has complied with the requirements at Education Code 21.4022 [see Salary Reduction/Furlough Process, below]. *Education Code 21.4022*

Funding Levels

Not later than July 1 of each year, the commissioner shall determine for each district whether the estimated amount of state and local funding per student in weighted average daily attendance to be provided to the district under the Foundation School Program for maintenance and operations for the following school year is less than the amount provided to the district for the 2010-11 school year. If the amount estimated to be provided is less, the commissioner shall certify the percentage decrease in funding to be provided to the district. *Education Code 48.010*

Salaries

Notwithstanding Education Code 21.402 (minimum salary schedule), a board may reduce the salary of an employee who is furloughed in proportion to the number of days by which service is reduced. Any reduction in the amount of the annual salary must be

equally distributed over the course of the employee's current contract with the district.

Furlough Days A furlough program must subject all contract personnel to the same number of furlough days. An educator may not be furloughed on a day that is included in the number of days of instruction required under Education Code 25.081 [see EB]. Implementation of a furlough program may not result in an increase in the number of required teacher workdays. An educator may not use personal, sick, or any other paid leave while the educator is on a furlough.

Contract Resignation If a board adopts a furlough program after the date by which a teacher must give notice of resignation from a probationary, term, or continuing contract [see DFE], an employee who subsequently resigns is not subject to sanctions imposed by SBEC.

No Appeal A decision by a board to implement a furlough program is final and may not be appealed and does not create a cause of action or require collective bargaining.

Education Code 21.4021

Salary Reduction / Furlough Process A board may not implement a furlough program under Education Code 21.4021 or reduce salaries until the district has complied with the requirements below.

Employee Involvement A district must use a process to develop a furlough program or other salary reduction proposal, as applicable, that:

1. Includes the involvement of the district's professional staff; and
2. Provides district employees with the opportunity to express opinions regarding the furlough program or salary reduction proposal, as applicable, at the public meeting described below.

Public Meeting A board must hold a public meeting at which the board and district administration present:

1. Information regarding the options considered for managing the district's available resources, including consideration of a tax rate increase and use of the district's available fund balance;
2. An explanation of how the district intends, through implementation of a furlough program or salary reductions, as applicable, to limit the number of district employees who will be discharged or whose contracts will not be renewed. Any explanation of a furlough program must state the specific number of furlough days proposed to be required; and

3. Information regarding the local option residence homestead exemption.

The public and district employees must be provided with an opportunity to comment at the public meeting.

Education Code 21.4022

Note: For a detailed treatment of termination and nonrenewal of educator contracts, see policies DFAA and DFAB (Probationary Contracts), DFBA and DFBB (Term Contracts), and DFCA (Continuing Contracts).

Withholding Information

An attempt by any district employee to encourage or coerce a child to withhold information from the child's parent is grounds for discharge or suspension under Education Code 21.104 (probationary contracts), 21.156 (continuing contracts), and 21.211 (term contracts) or by the State Board for Educator Certification (SBEC), if applicable. *Education Code 26.008(b)*

Registry of Persons Not Eligible for Employment

A district shall discharge, or refuse to hire, or terminate, a person listed on TEA's registry of persons who are not eligible to be employed. [See DBAA] *Education Code 22A.151(b)*

Discharge of Convicted Employees

A district shall discharge or refuse to hire an employee or applicant for employment if the district obtains information through a criminal history record information (CHRI) review that the employee or applicant has been:

1. Convicted of or placed on deferred adjudication community supervision for:
    a. An offense requiring registration as a sex offender under Code of Criminal Procedure Chapter 62;
    b. An offense under Penal Code 21.12, Improper Relationship Between an Educator and a Student, or Penal Code 43.24, Sale, Distribution, or Display of Harmful Material to a Minor;
    c. A felony offense under Penal Code Chapter 43, Public Indecency;
    d. A felony offense involving school property; or
    e. An offense under the laws of another state or federal law that is equivalent to items a, b, c, or d; or
2. Convicted of:
    a. A felony under Title 5, Penal Code; or
    b. An offense under the laws of another state or federal law that is equivalent to an offense under item 2a, above.

Exception

However, a district is not required to discharge an employee if the person committed an offense under Title 5, Penal Code, and:

1. The date of the offense is more than 30 years before the date the person's employment will begin; and

2. The employee satisfied all terms of the court order entered on conviction.

Education Code 22A.157(a)-(b), 22A.201(a) [See DBAA]

Certification to Commissioner

Each school year, a superintendent shall certify to the commissioner that the district has complied with the above provisions. *Education Code 22A.157(f)*

Sanctions

SBEC may impose a sanction on an educator who does not discharge an employee if the educator knows or should have known, through a criminal history record information review, that the employee has criminal history described in Discharge of Convicted Employees, above. *Education Code 22A.157(e)*

Termination for Failure to Disclose

A district may discharge an employee if the district obtains information of the employee's conviction of a felony or of a misdemeanor involving moral turpitude that the employee did not disclose to SBEC or the district. An employee so discharged is considered to have been discharged for misconduct for purposes of Labor Code 207.044 (unemployment compensation). *Education Code 22A.157(d)*

Certain Offenses Against Students

If a district receives notice that SBEC has revoked the certificate of a person based on the offenses listed at Discharge of Convicted Employees, the district shall:

Mandatory Termination

1. Immediately remove the person whose certificate has been revoked from campus or from an administrative office, as applicable, to prevent the person from having any contact with a student; and

2. For a person employed under a Chapter 21 probationary, continuing, or term contract, with the approval of the board or its designee:

   a. Suspend the person without pay;

   b. Provide the person with written notice that the person's contract is void [see Notice to Employee, below]; and

   c. Terminate the employment of the person as soon as practicable.

Education Code 22A.201(a), (c)

Discretionary Termination

If a district becomes aware that a person employed by the district under a probationary, continuing, or term contract under Chapter 21 has been convicted of or received deferred adjudication for a

felony offense, and the person is not subject to the mandatory termination provision above, the district may, with the approval of the board or its designee:

1. Suspend the person without pay;
2. Provide the person with written notice that the person's contract is void [see Notice to Employee, below]; and
3. Terminate the employment of the person as soon as practicable.

Education Code 22A.201(d)

Notice to Employee

A person's probationary, continuing, or term contract under Chapter 21 is void if, with the approval of the board or its designee, the district provides written notice to the person, under the mandatory or discretionary termination provisions above, that the person's contract is void. *Education Code 22A.201(e)*

No Appeal

Action taken by a district under the mandatory or discretionary terminations provisions above is not subject to appeal under Education Code Chapter 21 and the notice and hearing requirements of Chapter 21 do not apply to the action. *Education Code 22A.201(g)*

Invalid or Expired Certification

An employee's probationary, term, or continuing contract is void if the employee:

1. Does not hold a valid certificate or permit issued by SBEC;
2. Fails to fulfill the requirements necessary to renew or extend the employee's temporary, probationary, or emergency certificate or any other certificate or permit issued under Education Code Chapter 21, Subchapter B; or
3. Fails to comply with any requirement under Education Code Chapter 22, Subchapter C [criminal history review, see DBAA], if the failure results in suspension or revocation of the employee's certificate.

Education Code 21.0031(a)

A certificate or permit is not considered to have expired if:

1. The employee has completed the requirements for renewal of the certificate or permit;
2. The employee submitted the request for renewal before the expiration date; and

3. The date the certificate or permit would have expired is before the date SBEC takes action to approve the renewal of the certificate or permit.

Education Code 21.0031(f)

District's Options

If a district has knowledge that an employee's contract is void under Education Code 21.0031(a), the district may:

1. Terminate the employee;
2. Suspend the employee with or without pay; or
3. Retain the employee for the remainder of the school year on an at-will employment basis in a position that does not require a contract under Education Code 21.002, at the employee's existing rate of pay or at a reduced rate.

The employee is not entitled to the minimum salary prescribed by Education Code 21.402.

Education Code 21.0031(b)

Exception

A district may not terminate or suspend an employee under 21.0031(b) because of the employee's lack of a valid certificate or permit, or failure to renew or extend a certificate or permit, if:

1. The employee requests an extension from SBEC to renew, extend, or otherwise validate the employee's certificate or permit; and
2. Not later than the 10th day after the date the contract is void, the employee takes necessary measures to renew, extend, or otherwise validate the employee's certificate or permit, as determined by SBEC.

Education Code 21.0031(b-1)

No Appeal or Chapter 21 Hearing

A school district's decision under Education Code 21.0031(b) is not subject to appeal under Education Code Chapter 21, and the notice and hearing requirements of that chapter do not apply to the decision. *Education Code 21.0031*

Applicability

These void contract provisions do not affect the rights and remedies of a party in an at-will employment relationship and do not apply to a certified teacher assigned to teach a subject for which the teacher is not certified. *Education Code 21.0031; Nunez v. Simms, 341 F.3d 385 (5th Cir. 2003)*

Report to SBEC

A superintendent shall report the educator's termination to SBEC if the conditions set forth at Education Code 22A.051 exist. [See DHB]

Report to Superintendent

A principal shall report the educator's termination to the superintendent if the conditions set forth at Education Code 22A.051 exist. [See DPA]

Falsification of Military Record

A district may discharge an employee, regardless of whether the employee is employed under an employment contract, if the district determines, based on a reasonable factual basis, that the employee, in obtaining the employee's employment or any benefit relating to the employee's employment, falsified or otherwise misrepresented any information regarding the employee's military record in a manner that would constitute an offense under Penal Code 32.54.

An employment contract entered into by a district with an employee discharged by the employer under Labor Code Chapter 105 is void and unenforceable as against public policy. [See DF series]

Labor Code Ch. 105

Prohibition on Diversity, Equity, and Inclusion

A district shall adopt a policy and procedure for the appropriate discipline, including termination, of a district employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties. The district shall provide a physical and electronic copy of the policy and procedure to each district employee or contractor.

The policy and procedure adopted by a district must ensure that an employee or contractor receives adequate due process and an opportunity to appeal disciplinary actions, including termination, in the same manner provided for other disciplinary actions. [See BT]

Education Code 11.005(c)-(d)

Prohibited Classroom Instruction

A district shall adopt a policy and procedure for the appropriate discipline, including termination, of a district or school employee or contractor who intentionally or knowingly engages in or assigns to another person an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). The district shall provide a physical and electronic copy of the policy and procedure to each district or school employee or contractor. [See EMB] *Education Code 28.0022(h)*

Reasons

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Failure to meet the District's standards of professional conduct.
15. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime

involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

16. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
17. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
18. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job, with or without reasonable accommodation.
19. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, or the community, impairs or diminishes the employee's effectiveness in the District.
20. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
21. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
22. A significant lack of student progress attributable to the educator.
23. Behavior that presents a danger of physical harm to a student or to other individuals.
24. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
25. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
26. Falsification of records or other documents related to the District's activities.
27. Falsification or omission of required information on an employment application.
28. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

29. Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment.

30. Failure to maintain licensing and certification requirements, including the completion of required continuing education hours, for the employee's assignment.

31. Failure to complete certification or permit renewal requirements, or failure to fulfill the requirements of a deficiency plan, under an Emergency Permit or a Temporary Classroom Assignment Permit.

32. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

33. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

34. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]

35. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

36. Any reason constituting good cause for terminating the contract during its term.

Recommendations from Administration

Administrative recommendations for renewal or proposed nonrenewal of term contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

Superintendent's Recommendation

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations. If the Board votes to propose nonrenewal for any employees, it shall also decide whether any requested hearing will be conducted by the Board or by an independent hearing examiner.

Notice of Proposed Nonrenewal	After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law. If the notice of proposed nonrenewal does not contain a statement of the reason or all the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal at a reasonable time before the hearing. The Board has chosen to designate the type of hearing for proposed nonrenewals on a case-by-case basis. In the notice of proposed nonrenewal, the employee shall receive notice of whether the Board [see Request for Board Hearing, below] or an independent hearing examiner appointed by the commissioner of education [see Request for Appointment of Hearing Examiner, below] will conduct the hearing.
Request for Appointment of Hearing Examiner	If the notice of proposed nonrenewal states that the nonrenewal hearing will be conducted by an independent hearing examiner, the employee may request a hearing by filing a written request with the commissioner, and providing the Board a copy of the request, not later than the 15th day after the date the employee received the notice of proposed nonrenewal.
Hearing Procedures	The hearing shall be conducted by an independent hearing examiner in accordance with the process described at DFD.
Board Decision	Following the hearing, the Board shall take appropriate action in accordance with DFD.
Request for Board Hearing	If the notice of proposed nonrenewal states that the nonrenewal hearing will be conducted by the Board, the employee may request a hearing by providing written notice to the Board not later than the 15th day after the date the employee received the notice of proposed nonrenewal. When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the Board shall notify the employee whether the hearing will be conducted by the Board [see Hearing by the Board, below] or an attorney designated by the Board [see Hearing by an Attorney Designated by the Board, below]. In either case, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing by the Board

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

Hearing Procedures

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

Hearing by an Attorney Designated by the Board

The hearing must be private unless the employee requests in writing that the hearing be public, except that the attorney may close the hearing to maintain decorum. If the employee does not request a public hearing, only the attorney designated by the Board, the

employee, the Superintendent, their representatives, and witnesses will be permitted to be in attendance, and witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the control of the attorney designated by the Board and shall generally follow the steps listed at Hearing by the Board.

Not later than the 15th day after the completion of the hearing, the attorney shall provide to the Board a record of the hearing and his or her recommendation on renewal.

Board Review

The Board shall consider the record of the hearing and the attorney's recommendation at the first Board meeting for which notice can be posted, unless the parties agree in writing to a different date. The Board shall notify the employee of the meeting date as soon as it is set. At the meeting, the Board shall allow each party an equal amount of time to present oral arguments. The Board shall notify the employee in writing of the Board's decision on renewal not later than the 15th day after the date of the meeting.

No Hearing

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Employee Free Speech

District employees do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.

However, neither an employee nor anyone else has an absolute constitutional right to use all parts of a school building or its immediate environs for unlimited expressive purposes. When a public employee makes statements pursuant to his or her official duties, the employee is not speaking as a citizen for First Amendment purposes, and the Constitution does not insulate the communications from employer discipline.

Garcetti v. Ceballos, 547 U.S. 410 (2006); Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969) [See also GKD]

Whistleblower Protection

A board or its agents shall not suspend or terminate the employment of, or take other adverse personnel action against, an employee who in good faith reports a violation of law by a district or another public employee to an appropriate law enforcement authority.

A "report" is made to an "appropriate law enforcement authority" if the authority is a part of a state or local governmental entity or the federal government that the employee in good faith believes is authorized to:

1. Regulate under or enforce the law alleged to be violated in the report; or
2. Investigate or prosecute a violation of criminal law.

Gov't Code 554.002

A supervisor who suspends or terminates the employment of or takes an adverse personnel action against an employee for reporting a violation of law shall be subject to civil penalties. *Gov't Code 554.008*

Definitions

"Employee" means an employee or appointed officer who is paid to perform services for a district. It does not include independent contractors. *Gov't Code 554.001(4)*

"Law" means a state or federal statute, an ordinance of a local governmental entity, or a rule adopted under a statute or ordinance. *Gov't Code 554.001(1)*

A "good faith" belief that a violation of the law occurred means that:

1. The employee believed that the conduct reported was a violation of law; and

2. The employee's belief was reasonable in light of the employee's training and experience.

Wichita County v. Hart, 917 S.W.2d 779 (Tex. 1996)

A "good faith" belief that a law enforcement authority is an appropriate one means:

1. The employee believed the governmental entity was authorized to:
   a. Regulate under or enforce the law alleged to be violated in the report, or
   b. Investigate or prosecute a violation of criminal law; and
2. The employee's belief was reasonable in light of the employee's training and experience.

Tex. Dep't of Transp. v. Needham, 82 S.W.3d 314 (Tex. 2002)

Whistleblower Complaints

An employee who alleges a violation of whistleblower protection may sue a district for injunctive relief, actual damages, court costs, and attorney's fees, as well as other relief specified in Government Code 554.003. *Gov't Code 554.003*

Initiate Grievance

Before suing, an employee must initiate action under a district's grievance policy or other applicable policies concerning suspension or termination of employment or adverse personnel action.

The employee must invoke a district's grievance procedure not later than the 90th day after the date on which the alleged suspension, termination, or other adverse employment action occurred or was discovered by the employee through reasonable diligence.

Legal Action

If a board does not render a final decision before the 61st day after grievance procedures are initiated, the employee may elect to:

1. Exhaust a district's grievance procedures, in which case the employee must sue not later than the 30th day after the date those procedures are exhausted to obtain relief under Government Code Chapter 554; or
2. Terminate district grievance procedures and sue within the timelines established by Government Code 554.005 and 554.006.

Gov't Code 554.005, 554.006 [See DGBA regarding grievance procedures]

Burden of Proof	If the employee brings a lawsuit, the employee has the burden of proof unless the suspension, termination, or adverse personnel action occurred within 90 days after the employee reported a violation of law, in which case the suspension, termination, or adverse personnel action is presumed, subject to rebuttal, to be because the employee made the report.
Affirmative Defense	It is an affirmative defense to a whistleblower suit that the district would have taken the action against the employee that forms the basis of the suit based solely on information, observation, or evidence that is not related to the fact that the employee made a report protected under the whistleblower law. *Gov't Code 554.004*
Notice of Rights	A board shall inform its employees of their rights regarding whistleblower protection by posting a sign in a prominent location in the workplace. The design and content of the sign shall be as prescribed by the attorney general. *Gov't Code 554.009*

Right to Report a Crime

A district employee may report a crime witnessed at the school to any peace officer with authority to investigate the crime. A district may not adopt a policy requiring a school employee to refrain from reporting a crime witnessed at the school or to report a crime witnessed at the school only to certain persons or peace officers. *Education Code 37.148*

Protection for Reporting Child Abuse

A district may not suspend or terminate the employment of, discriminate against, or take other adverse employment action against a professional employee who in good faith:

1. Reports child abuse or neglect to:
    a. The person's supervisor,
    b. An administrator of the facility where the person is employed,
    c. A state regulatory agency, or
    d. A law enforcement agency; or
2. Initiates or cooperates with an investigation or proceeding by a governmental entity relating to an allegation of child abuse or neglect.

"Adverse employment action" means an action that affects an employee's compensation, promotion, transfer, work assignment, or performance evaluation, or any other employment action that would dissuade a reasonable employee from making or supporting a report of abuse or neglect under Family Code 261.101.

A person may sue for injunctive relief, damages, or both if the person is suspended or terminated from the person's employment; is discriminated against; or suffers any other adverse employment action.

A district employee who has a cause of action under the provisions at Whistleblower Protection, above, may not bring an action under Protection for Reporting Child Abuse.

Family Code 261.110(a)-(c), (l)

Protection from Disciplinary Proceedings

For purposes of the following provisions, "disciplinary proceeding" means discharge or suspension of a professional employee, or termination or nonrenewal of a professional employee's term contract. [See DGC regarding immunity] *Education Code 22.0512(b)*

Reporting Child Abuse or Maltreatment

A district employee may not be subject to any disciplinary proceeding resulting from an action taken in compliance with Education Code 38.0041 [prevention of child abuse and other maltreatment, see FFG]. *Education Code 38.0041(g)*

Use of Physical Force

A professional employee may not be subject to disciplinary proceedings for the employee's use of physical force against a student to the extent justified under Penal Code 9.62. This provision does not prohibit a district from enforcing a policy relating to corporal punishment or bringing a disciplinary proceeding against a professional employee of the district who violates the district policy relating to corporal punishment. *Education Code 22.0512(a); Tex. Atty. Gen. Op. GA-0202 (2004)*

Penal Code 9.62 provides that the use of force, other than deadly force, against a person is justified:

1. If the actor is entrusted with the care, supervision, or administration of the person for a special purpose; and
2. When and to the degree the actor reasonably believes the force is necessary to further the special purpose or to maintain discipline in a group.

Penal Code 9.62

Failure to Follow Scope, Sequence, and Instructional Materials

A district may not penalize a teacher who does not follow the pacing of recommended or designated instructional materials or the pacing of the recommended or designated scope and sequence for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level based on the teacher's determination that the teacher's students need more or less time in a specific area to demonstrate proficiency in the essential knowledge and skills for that subject and grade level [see EHAA].

A district may take appropriate action with respect to a teacher for conduct described above based on documented evidence of a deficiency in classroom instruction obtained through observation or substantiated and documented third-party information.

Education Code 28.0027(b), (c)

A classroom teacher employed by a district may not be subject to disciplinary proceedings for an allegation that the teacher violated Education Code 28.0022, the Establishment Clause of the First Amendment of the United States Constitution, or a related state or federal law if:

1. The teacher used only instructional material included on the list of approved instructional material maintained by the State Board of Education under Education Code 31.022 and adopted by the district; and

2. The allegation does not dispute that the teacher delivered instruction from the instructional material with fidelity.

This immunity is in addition to, and may not be construed to interfere with, any other immunity provided by law.

Education Code 22.05125

Instructional Materials and Technological Equipment

A board may not require an employee who acts in good faith to pay for instructional materials or technological equipment that is damaged, stolen, misplaced, or not returned. An employee may not waive this provision by contract or any other means.

Exception

A district may enter into a written agreement with an employee whereby the employee assumes financial responsibility for electronic instructional material or technological equipment usage off school property or outside of a school-sponsored event in consideration for the ability of the employee to use the electronic instructional material or technological equipment for personal business.

The written agreement shall be separate from the employee's contract of employment, if applicable, and shall clearly inform the employee of the amount of the financial responsibility and advise the employee to consider obtaining appropriate insurance. An employee may not be required to enter into such an agreement as a condition of employment.

Education Code 31.104(e); 19 TAC 66.107(c)

Controversial Topics

For any course or subject, including an innovative course, for a grade level from kindergarten through grade 12, a teacher may not be compelled to discuss a widely debated and currently controver-

sial issue of public policy or social affairs. *Education Code 28.0022(a)*

Note: For instructional requirements and prohibitions, including requirements for student discussion, see EMB.

Jury Duty

A district may not discharge, threaten to discharge, intimidate, or coerce any permanent employee because the employee serves as a juror or grand juror, or for the employee's attendance or scheduled attendance in connection with the service, in any court in the United States. An employee who is discharged, threatened with discharge, intimidated, or coerced is entitled to return to the same employment that the employee held when summoned for jury or grand jury service if the employee, as soon as practical after release from jury or grand jury service, gives the employer actual notice that the employee intends to return. *Civ. Prac. & Rem. Code 122.001*

A district may not discharge, discipline, reduce the salary of, or otherwise penalize or discriminate against a school district employee because of the employee's compliance with a summons to appear as a juror. For each regularly scheduled workday on which a nonsalaried employee serves in any phase of jury service, a school district shall pay the employee the employee's normal daily compensation [see DEC]. *Education Code 22.006(a), (b)*

Voting

A person commits an offense if, with respect to another person over whom the person has authority in the scope of employment, the person knowingly refuses to permit the other person to be absent from work on election day or while early voting is in process for the purpose of attending the polls to vote, or subjects or threatens to subject the other person to a penalty for attending the polls on election day or while early voting is in progress to vote. Penalty means a loss of wages or another benefit of employment.

It is an exception to the application of this provision that the person's conduct occurs in connection with an election in which the polls are open on election day or while early voting is in progress for voting for two consecutive hours outside of the voter's working hours.

Election Code 276.004

Breaks for Nursing Mothers

A district shall provide a reasonable break time for an employee to express breast milk for the employee's nursing child for one year after the child's birth each time the employee has need to express the milk.

A district shall provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.

A district shall not be required to compensate an employee receiving reasonable break time for any time spent during the workday for such purpose unless otherwise required by federal or state law or municipal ordinance.

Break time provided shall be considered hours worked if the employee is not completely relieved from duty during the entirety of the break.

A district that employs less than 50 employees is not subject to these requirements, if the requirements would impose an undue hardship by causing the district significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the district.

This requirement does not preempt a state law or municipal ordinance that provides greater protections to employees.

29 U.S.C. 218d

Right to Express Breast Milk

A district employee is entitled to express breast milk at the employee's workplace. *Gov't Code 619.002*

The district shall develop a written policy on the expression of breast milk by employees under Government Code Chapter 619. The policy must state that the district shall support the practice of expressing breast milk and make reasonable accommodations for the needs of employees who express breast milk.

A district shall provide a reasonable amount of break time for an employee to express breast milk each time the employee has need to express the milk. The district shall provide a place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk.

A district may not suspend or terminate the employment of, or otherwise discriminate against, an employee because the employee has asserted the employee's rights under Government Code Chapter 619. Government Code Chapter 619 does not create a private or state cause of action against a district.

Gov't Code Ch. 619

Charitable Contributions

A board or a district employee may not directly or indirectly require or coerce any district employee to:

1. Make a contribution to a charitable organization or in response to a fund-raiser; or
2. Attend a meeting called for the purpose of soliciting charitable contributions.

A board or district employee may not directly or indirectly require or coerce any district employee to refrain from the same acts.

Education Code 22.011

Protection of Nurses

A district may not suspend, terminate, or otherwise discipline or discriminate against a nurse who refuses to engage in an act or omission relating to patient care that:

1. Would constitute grounds for reporting the nurse to the Board of Nurse Examiners under Occupations Code Chapter 301, Subchapter I;
2. Constitutes a minor incident, as defined at Occupations Code 301.419; or
3. Would violate Occupations Code Chapter 301 or a rule of the Board of Nurse Examiners, if the nurse notifies the district at the time of the refusal that this is the reason for refusing to engage in the act or omission.

Occupations Code 301.352(a)

Designated Time for Prayer

The board of trustees may adopt a policy requiring every campus of the district or school to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day in accordance with this section. [See FNA]

Regardless of whether the board adopts a policy under Education Code 25.0823(a), this section does not prohibit a student or employee of the district or school from participating in prayer or reading the Bible or other religious text during a period of the school day that is not designated as a period of prayer and reading of the Bible or other religious text.

Education Code 25.0823(a),(g)

Right to Engage in Religious Speech or Prayer

The right of an employee of a school district or open-enrollment charter school to engage in religious speech or prayer while on duty may not be infringed on by the district or school or another state governmental entity, unless the infringement is necessary to further a compelling state interest; and narrowly tailored using the least restrictive means to achieve that compelling state interest.
Education Code 22.012

Exhibit A — Employee Complaint Form — Level One

Note: Informal resolution is encouraged but does not extend any deadlines in DGBA(LOCAL), except by mutual written consent.

Whistleblower complaints must be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two.

This form is required to initiate any employee complaint, regardless of the level at which the complaint begins.

A complaint form that is incomplete in any material way may be refiled with the District upon completion if the refiling is within the designated time for filing a complaint.

Attach to this form any documents you believe will support the complaint. If you do not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, you may supplement the record with additional documents or include additional claims. Please keep a copy of the completed form and any supporting documentation for your records.

To file a formal complaint, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. mail to the appropriate administrator within the time established in DGBA(LOCAL). All complaints will be heard in accordance with DGBA(LEGAL) and (LOCAL) or any exceptions outlined therein.

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Campus/Department: _____

If you will be represented in presenting your complaint, please identify the person representing you. If the person representing you will participate by telephone conference call, please check the box below. The District will inform you if the equipment necessary for telephone representation is unavailable.

☐ Representation will be by telephone conference call.

Please note: You must designate a representative who will be participating in person or by telephone with advance notice of at least three days, or the District may reschedule the conference or hearing to a later date.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Please describe the decision or circumstances causing your complaint *(give specific factual details)*.

_____

_____

_____

_____

What was the date of the decision or circumstances causing your complaint?

_____

Please explain how you have been harmed by this decision or circumstance.

_____

_____

Please describe any efforts you have made to resolve your concerns and the responses to your efforts. Please include dates of communication and the person with whom you communicated regarding your concerns.

_____

_____

_____

Please describe the outcome or remedy you seek for this complaint.

_____

_____

_____

Employee signature: _____

Signature of employee's representative: _____

Date of filing: _____

Exhibit B — Response to Level One Complaint

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having considered the complaint at the Level One conference on _____ *(date)*, I have decided on the following response:

[Note: When preparing the letter, include only <u>one</u> of the following choices.]

For the following reasons, I am unable to provide the remedy you seek:

_____

_____

OR

I will take the following actions to grant the remedy you seek for your complaint:

_____

_____

OR

For the following reasons, I am unable to provide the full remedy you seek for your complaint:

_____

_____

I will take the following actions to provide a partial remedy:

_____

_____

The following documents support this decision:

_____

_____

_____ *(signature of supervisor, principal, or other appropriate administrator)*

Complainant, please note:

To appeal this response, you must file a written notice of appeal with the appropriate administrator within the time limits set in DGBA(LOCAL). The necessary appeal forms are available on the District's website at _____ *(insert URL)*. If you have any questions, please contact _____ *(insert position title)*.

Exhibit C — Level Two Appeal Notice

To appeal a Level One decision, or the lack of a timely response after a Level One conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. mail to the Superintendent or designee within the time established in DGBA(LOCAL). Appeals will be heard in accordance with DGBA(LEGAL) and (LOCAL) or any exceptions outlined therein.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Campus/Department: _____

If you will be represented in presenting your appeal, please identify the person representing you. If the person representing you will participate by telephone conference call, please check the box below. The District will inform you if the equipment necessary for telephone representation is unavailable.

☐ Representation will be by telephone conference call.

Please note: You must designate a representative who will be participating in person or by telephone with an advance notice of at least three days, or the District may reschedule the conference or hearing to a later date.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Who held the Level One conference? _____

Date of conference: _____

Date you received a response to the Level One conference: _____

Please explain specifically how you disagree with the outcome at Level One.

_____

_____

Attach a copy of the Level One response being appealed, if applicable.

Employee signature: _____

Signature of employee's representative: _____

Date of filing: _____

Exhibit D — Response to Level Two Appeal

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having considered the Level Two appeal on _____ *(date)*, I have decided on the following response:

[Note: When preparing the letter, include only <u>one</u> of the following choices.]

For the following reasons, I am unable to grant your appeal:

_____

_____

I will uphold the decision made at Level One by _____ *(name)* and communicated to you in the Level One response.

OR

For the following reasons, I wish to grant your appeal:

_____

_____

I have instructed _____ *(name)* to find a resolution in keeping with the remedy you seek.

OR

For the following reasons, I am unable to fully grant your appeal:

_____

_____

I have instructed _____ *(name)* to take the following actions as a partial remedy to your complaint:

_____

_____

The following documents support this decision:

_____

_____

_____

_____, Superintendent *(or designee)*

Complainant, please note:

To appeal this response, you must file a written notice of appeal with the appropriate administrator within the time limits set in DGBA(LOCAL). The necessary appeal forms are available on the District's website at _____ *(insert URL)*. If you have any questions, please contact _____ *(insert position title)*.

Exhibit E — Level Three Appeal Notice

To appeal a Level Two decision, or the lack of a timely response after a Level Two conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. mail to the Superintendent or designee within the time established in DGBA(LOCAL). Appeals will be heard in accordance with DGBA(LEGAL) and (LOCAL) or any exceptions outlined therein.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Campus/Department: _____

If you will be represented in presenting your appeal, please identify the person representing you. If the person representing you will participate by telephone conference call, please check the box below. The District will inform you if the equipment necessary for telephone representation is unavailable.

☐ Representation will be by telephone conference call.

Please note: You must designate a representative who will be participating in person or by telephone with an advance notice of at least three days, or the District may reschedule the conference or hearing to a later date.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Who held the Level Two conference? _____

Date of conference: _____

Date you received a response to the Level Two conference: _____

Please explain specifically how you disagree with the outcome at Level Two.

_____

_____

Do you want the Board to hear this appeal in open session?

☐ No

☐ Yes

If yes, the Board will consider your request; however, you may not have a legal right under the Texas Open Meetings Act to require a meeting in open session.

Attach a copy of the Level Two response being appealed, if applicable.

Employee signature: _____

Signature of employee's representative: _____

Date of filing: _____

Exhibit F — Board's Response to Level Three Appeal

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having heard the presentation of your appeal at Level Three, the Board took the following action at its meeting on _____ *(date)*:

[Note: When preparing the letter or announcing the decision at the Board meeting, include only <u>one</u> of the following choices.]

For the following reasons, we have denied the appeal and have upheld the decision made by the Superintendent (or designee) at Level Two:

_____

_____

_____

OR

For the following reasons, we have granted the appeal and have instructed the Superintendent to find a resolution in keeping with the remedy you seek:

_____

_____

_____

OR

For the following reasons, we have partially denied and partially granted the appeal:

_____

_____

_____

We have instructed the Superintendent as follows:

_____

_____

_____

_____

The following documents support this decision:

_____

_____

_____

Pursuant to Education Code 7.057(a), a person may appeal in writing to the commissioner if the person is aggrieved by actions or decisions of the Board that violate the law or a provision of a written employment contract if a violation causes or would cause monetary harm to the employee. This section does not apply to Subchapter G, Chapter 21, or a student disciplinary action under Chapter 37.

Parents, students, or educators who have completed the grievance process and received the Board's final decision may file an appeal of the Board's final decision to the Commissioner of Education.

The only document required to file an appeal is the Petition for Review. Pursuant to Administrative Code 157.1049, a Petition for Review must be filed within 45 calendar days after the decision complained of is first communicated to the filing party.

The Petition for Review must be filed with TEA's Division of Hearings and Appeals (160) by electronic filing system, email to HearingsandAppeals@tea.texas.gov, mail or hand delivery to 1701 N. Congress Ave., Austin, Texas 78701, or facsimile (fax) to (512) 475-3662. See TEA's website for more information on grievance appeals.

Sincerely,

_____, President of the Board of Trustees

_____ School District

United States Constitution

A district shall take no action abridging the freedom of speech or the right of the people to petition the board for redress of grievances. *U.S. Const. Amend. I, XIV*

When a board sits in public meetings to conduct public business and hear the views of citizens, it may not discriminate between speakers on the basis of the content of their speech or the message it conveys. *Rosenberger v. Rector & Visitors of Univ. of Virginia, 515 U.S. 819, 828 (1995); City of Madison v. Wis. Emp. Rel. Comm'n, 429 U.S. 167, 174 (1976); Pickering v. Bd. of Educ., 391 U.S. 563, 568 (1968)* [See DG]

Texas Constitution

Employees shall have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. *Tex. Const. Art. I, Sec. 27*

Federal Laws

Section 504

A district that receives federal financial assistance, directly or indirectly, and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. *34 C.F.R. 104.7(b), .11*

Americans with Disabilities Act

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Code of Federal Regulations, Title 28, Part 35 (Americans with Disabilities Act regulations). *28 C.F.R. 35.107, .140*

Title IX

A district that receives federal financial assistance, directly or indirectly, shall adopt and publish grievance procedures providing for prompt and equitable resolution of employee complaints alleging any action prohibited by Title IX of the Education Amendments of 1972. *34 C.F.R. 106.8(c); North Haven Bd. of Educ. v. Bell, 456 U.S. 512 (1982)* [For legally referenced material relating to Title IX grievance procedures, see FFH(LEGAL).]

State Laws

Wages, Hours, Conditions of Work

The prohibition against collective bargaining and strikes [see DGA] does not impair the right of employees to present grievances concerning their wages, hours of employment, or conditions of work, either individually or through a representative that does not claim the right to strike. *Gov't Code 617.005*

The term "conditions of work" should be construed broadly to include any area of wages, hours or conditions of employment, and any other matter that is appropriate for communications from employees to employer concerning an aspect of their relationship.

Atty. Gen. Op. JM-177 (1984); Corpus Christi Am. Fed'n of Teachers v. Corpus Christi Indep. Sch. Dist., 572 S.W.2d 663 (Tex. 1978)

The statute protects grievances presented individually or individual grievances presented collectively. *Lubbock Prof'l Firefighters v. City of Lubbock, 742 S.W.2d 413 (Tex. App.—Amarillo 1987, writ ref'd n.r.e.)*

Representative

A district cannot deny an employee's representative, including an attorney, the right to represent the employee at any stage of the grievance procedure, so long as the employee designates the representative and the representative does not claim the right to strike. *Lubbock Prof'l Firefighters v. City of Lubbock, 742 S.W.2d 413 (Tex. App.—Amarillo 1987, writ ref'd n.r.e.); Sayre v. Mullins, 681 S.W.2d 25 (Tex. 1984)*

A district should meet with employees or their designated representatives at reasonable times and places to hear grievances concerning wages, hours of work, and conditions of work. The right to present grievances is satisfied if employees have access to those in a position of authority to air their grievances. However, that authority is under no legal compulsion to take action to rectify the matter. *Atty. Gen. Op. H-422 (1974); Corpus Christi Indep. Sch. Dist. v. Padilla, 709 S.W.2d 700 (Tex. App.—Corpus Christi, 1986, no writ)*

Employment Policy

A district's employment policy must provide each employee with the right to present grievances to the board.

The policy may not restrict the ability of an employee to communicate directly with a member of the board regarding a matter relating to the operation of a district, except that the policy may prohibit ex parte communication relating to:

1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and
2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the board.

Education Code 11.1513

District Grievance Policy

The board shall adopt a grievance policy to address grievances received by the district. *Education Code 26A.001(a)*

Levels of Review

The policy must provide for the following levels of review, except as provided below:

1. Review by the principal of the district campus at which the grievance is filed or the principal's designee or, for a griev-

ance that arises from subject matter unrelated to a campus, an administrator at the school district's central office;

2. If established by the policy, an appeal to an administrator at the school district's central office;

3. An appeal to the superintendent of the school district or the superintendent's designee; and

4. An appeal to the board of trustees of the school district.

A review or appeal on a grievance must be conducted by a person with the authority to address the grievance unless a preliminary hearing is necessary to develop a record or a recommendation for the board of trustees of the school district.

Education Code 26A.001(b), (c)

General Requirements

The policy must:

1. Prohibit the board or a district employee from retaliating against a student or parent of a student who files a grievance in accordance with the policy;

2. Require a person involved in reviewing a grievance under the policy to recuse himself or herself from reviewing the grievance if the person is the subject of the grievance;

3. Provide for a higher level of review if the person who would otherwise review the grievance is required to recuse himself or herself;

4. Provide for the creation and retention of a record of each hearing on the grievance, including documents submitted by the person who filed the grievance or determined relevant by school district personnel and a written record of the decision, including an explanation of the basis for the decision and an indication of each document that supports the decision;

5. Allow the person who filed the grievance to supplement the record with additional documents or add additional claims;

6. Allow for a member of the board to file a grievance with the district, but prohibit the member from voting on matters related to that grievance;

7. Allow for a remand to a lower level of review to develop a record at any time, including at the board level of review;

8. Require the district to direct a grievance that is filed with the incorrect administrator to the appropriate administrator and

consider the grievance filed on the date on which the grievance was initially filed;

9. Require the district to issue a decision on the merits of the concern raised in the grievance, notwithstanding procedural errors or the type of relief requested;

10. Unless otherwise required by law, allow for a hearing or meeting at which the grievance will be discussed to be open or closed at the request of the person who filed the grievance; and

11. For a grievance before the board, require that the person who filed the grievance be provided at least five business days before the date on which the meeting to discuss the grievance will be held a description of any information the board of trustees intends to rely on that is not contained in the record; and

12. For a grievance before the board, require the meeting at which the grievance is discussed be recorded by video or audio recording or by transcript created by a certified court reporter.

Education Code 26A.001(e)

Deadlines

Appeal

The policy must provide at least 20 days to file an appeal after the date on which a decision on the grievance was made.

Hearings

For a hearing that is not before the board of trustees of the school district, the policy must require:

1. The district to hold a hearing not later than the 10th day after the date on which the grievance or appeal was filed; and

2. A written decision to be made not later than the 20th day after the date on which the hearing was held that includes any relief or redress to be provided and information regarding filing an appeal, including the timeline to appeal under this provision and Education Code 7.057, if applicable.

For a hearing before the board, the policy must require the board to:

1. Hold a meeting to discuss the grievance not later than the 60th day after the date on which the previous decision on the grievance was made; and

2. Make a decision on the grievance not later than the 30th day after the date on which the meeting is held.

Education Code 26A.002

Employee Grievance Policy

A district's grievance policy must permit an employee to report a grievance against a supervisor to a different supervisor if the employee alleges that the supervisor:

1. Violated the law in the workplace; or
2. Unlawfully harassed the employee.

Telephone Representation

If a district's grievance policy provides for representation, the policy must permit an employee's representative to represent the employee through a telephone conference call at any formal grievance proceeding, hearing, or conference at which the employee is entitled to representation according to the policy. This provision applies to grievances under Education Code 11.171(a) and only if the district has the equipment necessary for a telephone conference call.

Education Code 11.171(a), (c)

Audio Recording

A district's grievance policy must permit an employee who reports a grievance to make an audio recording of any meeting or proceeding at which the substance of a grievance that complies with the policy is investigated or discussed. The implementation of an employee's authorization to make an audio recording may not result in a delay of any timeline provided by the grievance policy. A district is not required to provide equipment for the employee to make the recording. *Education Code 11.171(b)*

Board Committee

The board may delegate the authority to hear and decide a grievance to a committee of at least three members composed only of members of the board. For purposes of an appeal to the commissioner under Education Code 7.057, a decision by the committee is a decision of the board of trustees. The policy requirements above apply to the committee in the same manner as those requirements apply to the board. *Education Code 26A.001(e)*

Report on Grievance

Each school district shall annually submit a report on grievances filed in the district during the preceding year. *Education Code 26A.001(g)*

Filing Procedures and Forms

The board shall develop, make publicly available in a prominent location on the district's website, and include in the district's student handbook the procedures for resolving grievances; standardized forms for filing a grievance, a notice of appeal, or a request for a hearing under this chapter; and the method by which a grievance may be filed electronically.

Electronic Filing

A district shall ensure that a grievance may be submitted electronically at the location on the district's website at which the information described above is available.

TEA Notification

A district shall submit and make accessible to the Texas Education Agency the location on the district's website at which the information described above is available.

Education Code 26A.003

Commissioner Enforcement

If a grievance is appealed to the commissioner under Education Code 7.057, the commissioner of education may:

On Appeal

1. Investigate an alleged violation of state or federal law regarding the confidentiality of student information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), relating to the grievance and collaborate with relevant federal agencies in such an investigation; and

2. Take any action necessary to compel the district, the district's board, or a district employee to comply with the state or federal law.

Education Code 26A.001(f)

Determination of Retaliation

If the commissioner determines that a school district educator has retaliated against a student or parent of or person standing in parental relation to a student in violation of the policy requirement, above, the commissioner of education may report the educator to the State Board for Educator Certification for investigation. *Education Code 26A.001(i)*

Superintendent Testimony

If the commissioner of education finds against a school district under Education Code 7.057 in at least five grievances to which that provision applies involving the district during a school year, the superintendent of the school district must appear before the State Board of Education to testify regarding the commissioner's findings and the frequency of grievances against the district. *Education Code 26A.004*

Finality of Grades

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with a district's grading policy applicable to the grade, as determined by the board.

A board's determination is not subject to appeal.

Education Code 28.0214

Open Meetings Act

A board is not required to conduct an open meeting to hear a complaint or charge against an employee. However, a board may not conduct a closed meeting if the employee who is the subject of the hearing requests a public hearing. *Gov't Code 551.074* [See BEC]

Closed Meeting

A board may conduct a closed meeting on an employee complaint to the extent required or provided by law. *Gov't Code 551.082* [See BEC]

Record of Proceedings

An appeal of a board's decision to the commissioner shall be decided based on a review of the record developed at the district level. "Record" includes, at a minimum, an audible electronic recording or written transcript of all oral testimony or argument. *Education Code 7.057(c), (f)*

It is a district's responsibility to make and preserve the records of the proceedings before the board. If a district fails to create and preserve the record without good cause, all substantial evidence issues that require missing portions of the record for resolution shall be deemed against the district. The record shall include:

1. A tape recording or a transcript of the hearing at the local level. If a tape recording is used:
    a. The tape recording must be complete, audible, and clear; and
    b. Each speaker must be clearly identified.
2. All evidence admitted;
3. All offers of proof;
4. All written pleadings, motions, and intermediate rulings;
5. A description of matters officially noticed;
6. If applicable, the decision of the hearing examiner;
7. A tape recording or transcript of the oral argument before the board; and
8. The decision of the board.

19 TAC 157.1073(d)

Whistleblower Complaints

Before bringing suit, an employee who seeks relief under Government Code Chapter 554 (whistleblowers) must initiate action under a district's grievance or appeal procedures relating to suspension or termination of employment or adverse personnel action. *Gov't Code 554.006* [See DG]

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process has been followed:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with DIA.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with DIA.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications and on the District’s website.

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a

resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An employee may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

Whistleblower Complaints

Whistleblower complaints shall be filed within the time specified by law and may be made beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]

Complaints Against Supervisors

Complaints alleging a violation of law by a supervisor may be made to the Superintendent. Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.

Direct Communication with Board Members

Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If the employee fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the employee's absence.

Decision

A "decision" shall mean a written communication to the employee from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail

to the employee's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the employee does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the employee may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a decision has expired, the employee may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the employee, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the employee at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.

4. The decision issued at Level One and any attachments.

5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a decision has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the employee, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the employee at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

Note: For the Educators' Code of Ethics, see DHA(LEGAL).

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 24 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b) [See FFG]

Public Servants

All district employees are "public servants" and therefore subject to Title VIII of the Penal Code, regarding offenses against public administration, including restrictions on the acceptance of illegal gifts, honoraria and expenses, and abuse of office. *Penal Code 1.07(a)(41), Title VIII* [See DBD and BBFA]

Electronic Communication Policy

"Electronic communication" means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes emails, text messages, instant messages, and any communications made through a website, including a social media website or a social networking website.

A school district shall adopt a written policy concerning electronic communications between a school employee and a student enrolled in the district.

The policy adopted under this section must:

1. Include provisions designed to prevent improper electronic communications between a school employee and a student;

2. Allow a school employee to elect to not disclose to students the employee's personal telephone number or email address; and

3. Include provisions instructing a school employee about the proper method for notifying appropriate local administrators about an incident in which a student engages in improper communications with the school employee.

Education Code 38.027

Retaliation Against Grievant

The district grievance policy prohibits a district employee from retaliating against a student or parent of or person standing in parental relation to a student who files a grievance in accordance with the district grievance policy. If the commissioner determines that an educator has retaliated against a student or parent of or person standing in parental relation to a student who files a grievance under the district's grievance policy, the commissioner may report the educator to SBEC for investigation. *Education Code 26A.001(e)(1), (i)* [See DGBA]

Social Transitioning

The board shall adopt a policy prohibiting an employee of the district from assisting a student enrolled in the district with social transitioning, including by providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning.

"Social transitioning" means a person's transition from the person's biological sex at birth to the opposite biological sex through the adoption of a different name, different pronouns, or other expressions of gender that deny or encourage a denial of the person's biological sex at birth.

A parent of a student enrolled in the district or a district employee may report to the board of trustees of the district a suspected violation of this policy. The board shall investigate any suspected violation and determine whether the violation occurred. If the board determines that a district employee has assisted a student enrolled at the district with social transitioning, the board shall immediately report the violation to the commissioner.

A parent of a student enrolled in a district may seek relief for a violation by filing a grievance through the district's grievance procedure.

Education Code 11.401-.402

Public Information on Private Device

A current or former board member or employee of a district who maintains public information on a privately owned device shall:

1. Forward or transfer the public information to the district or a district server to be preserved as provided by Government Code 552.004(a); or

2. Preserve the public information in its original form in a backup or archive and on the privately owned device for the time described under 552.004(a).

Gov't Code 552.004(b) [See GB]

Loss of Retirement Annuity for Conviction of Certain Felonies

A person is not eligible to receive a service retirement annuity from the Teacher Retirement System (TRS) if the person is convicted of a qualifying felony and the victim is a student.

"Qualifying felony" means an offense that is punishable as a felony under the following sections of the Penal Code:

1. Section 21.02 (continuous sexual abuse of young child or disabled individual);

2. Section 21.12 (improper relationship between educator and student);

3. Section 22.011 (sexual assault) or Section 22.021 (aggravated sexual assault); or

4. Section 43.24 (sale, distribution, or display of harmful material to minor).

The term includes any federal offense that contains elements that are substantially similar to the elements of a felony offense described above.

Not later than the 30th day after the date of a person's conviction for a qualifying felony, the school at which the person was employed shall provide written notice of the conviction to TRS. The notice must comply with rules adopted by TRS.

Gov't Code 824.009

Transportation or Storage of Firearm in School Parking Area

A district may not prohibit a school employee who holds a license to carry a handgun under Government Code, Chapter 411, Subchapter H, from transporting or storing a handgun or other firearm or ammunition in a locked, privately owned or leased motor vehicle in a parking lot, parking garage, or other parking area provided by the district and may not regulate the manner in which the handgun, firearm, or ammunition is stored in the vehicle, provided that the handgun, firearm, or ammunition is not in plain view.

This does not authorize a person to possess, transport, or store a handgun, a firearm, or ammunition in violation of Education Code 37.125, Penal Code 46.03, or other law. [See GKA]

Education Code 37.0815

Tobacco and E-Cigarettes

A board shall prohibit smoking or using e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property.

Enforcement

A board shall ensure that district personnel enforce the policies on school property.

Education Code 38.006(b) [See also FNCD and GKA]

Drug and Alcohol Abuse Program

A board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. *Education Code 38.007(a)*

Federal Drug-Free Workplace Act

A district that receives a direct federal grant must agree to provide a drug-free workplace by:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the district's workplace and specifying the actions that will be taken against employees for violations of the prohibition;
2. Establishing a drug-free awareness program to inform employees about:
    a. The dangers of drug abuse in the workplace;
    b. The district's policy of maintaining a drug-free workplace;
    c. Available drug counseling, rehabilitation, and employee assistance programs; and
    d. The penalties that may be imposed on employees for drug abuse violations;
3. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the required statement;
4. Notifying the employee in the required statement that as a condition of employment in the grant the employee will:
    a. Abide by the terms of the statement; and
    b. Notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after the conviction;

5. Notifying the granting agency within 10 days after receiving notice from an employee or otherwise receiving actual notice of a conviction;

6. Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is convicted, as required by 41 U.S.C. section 8104; and

7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above requirements.

41 U.S.C. 8103(a)(1)

Dietary Supplements

Except as provided at Education Code 38.011(b), a district employee may not:

1. Knowingly sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's duties; or

2. Knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance-enhancing compounds by a primary or secondary student with whom the employee has contact as part of the employee's duties.

An employee who violates items 1 or 2, above, commits a Class C misdemeanor offense.

Education Code 38.011

Low-THC Cannabis

A district may not enact, adopt, or enforce a rule, ordinance, order, resolution, or other regulation that prohibits the storage or possession of low-THC cannabis, as authorized by Health and Safety Code Chapter 487. *Health and Safety Code 487.201*

An employee shall be courteous to another employee and the public, working together in a cooperative spirit to serve the best interests of the District. An employee wishing to express criticism or professional concerns shall do so through appropriate administrative procedures or the collaborative process. Such expressions shall be considered in light of their relation to the implementation of campus goals and objectives and/or the District's mission. [See BQB and AE]

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DHA(LEGAL)]

Participation in Community Activities

An employee of the District shall be encouraged to maintain as many community contacts as possible in order to keep the public informed about the educational program.

Every school employee shall have the privilege and is strongly urged to accept the responsibility of taking an active part in community life. He or she is expected to participate in community activities in such a way to bring credit to the schools.

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, unlawful possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DHA(LEGAL)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.
Prohibited Classroom Instruction or Activities	An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].
Prohibited Diversity, Equity, and Inclusion Duties	An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly: • Engages in diversity, equity, and inclusion (DEI) duties. • Assigns to another individual DEI duties. [See BT(LEGAL)]
Social Transitioning	An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.
Safety Requirements	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
Harassment or Abuse	An employee shall not engage in prohibited harassment, including sexual harassment, of: 1. Other employees. [See DIA] 2. Students. [See FFH; see FFG regarding child abuse and neglect.] While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents. An employee shall report child abuse or neglect as required by law. [See FFG]
Relationships with Students	An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

Tobacco and Nicotine Products and E-Cigarettes

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

Each District employee shall enforce policies regarding the use or possession of tobacco and nicotine products and e-cigarettes on school property.

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
    - Dishonesty; fraud; deceit; theft; misrepresentation;
    - Deliberate violence;
    - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;

- Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
- Felony driving while intoxicated (DWI); or
- Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Statement of Policy Bigotry and racism are in conflict with the mission, goals, and objectives of the District to provide the best education and work environment possible for all of its students and employees. Accordingly, it is the policy of the District to maintain a learning and working environment that is free from such conduct.

Prohibited Actions An employee shall be in violation of this policy if, on school grounds, at school-sanctioned activities, or in vehicles dispatched by the District, he or she:

1. Directs personal insults (whether written or oral), including epithets, slurs, and insults based on a person's race, ethnicity, color, religion, national origin, sex, or disabling condition, which are addressed to an individual.
2. Threatens with physical harm or actually harms a person on the basis of that person's race, ethnicity, color, religion, national origin, sex, or disabling condition.
3. Defaces school property or materials in such a manner as to demean the race, ethnicity, color, religion, national origin, sex, or disabling condition of an individual or group.
4. Damages, defaces, or destroys private property of any person on the basis of that person's race, ethnicity, color, religion, national origin, sex, or disabling condition.

[For sex discrimination/sex abuse, see DAA and DIA.]

Disclosure of Instructional Plan

The district shall adopt a policy to make available on the district's internet website at the beginning of each semester an instructional plan or course syllabus for each class offered in the district for that semester.

The policy must:

1. Require each teacher to provide before the beginning of each semester a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction to district administration and the parent of each student enrolled in the class; and

2. Provide for additional copies of an instructional plan or course syllabus to be made available to a parent of a student enrolled in the class on the parent's request.

Education Code 26.0062

Instructional Plan and Course Syllabus

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Note: For provisions regarding inventory and requisition of instructional materials, including the annual certification, see CMD.

Definitions

"Instructional material" is defined as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student.

The term includes:

1. Material used by a teacher, including a lesson plan, answer key, grading rubric, or unit plan;
2. Material used by a principal or campus instructional leader to support instruction; and
3. Material used by a student, including a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material.

Education Code 31.002(1-a)

"Open education resource (OER) instructional material" is teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. *Education Code 31.002(1-b)*

"Technological equipment" is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or professional use by a classroom teacher. *Education Code 31.002(4)*

Duty to Provide Instructional Materials

Instructional materials selected for use in the public schools shall be furnished without cost to students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment [see CMD]. *Education Code 31.001*

State Materials Selection and Assistance

The State Board of Education (SBOE) shall review instructional materials provided to the board by the Texas Education Agency (TEA) under Education Code 31.023. Before approving instructional material, the SBOE may review the material and must determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by Education Code 28.0062(a-1). The SBOE shall add each approved material to a list of approved instructional materials and may add a material not approved to a list of rejected instructional materials. *Education Code 31.022(a)*

TEA Website

TEA shall develop and maintain an instructional material website to assist districts in locating and selecting instructional material. *Education Code 31.025(a)*

TEA Support

On request of a district, TEA shall provide the district assistance in evaluating, adopting, or using instructional materials.

Except as otherwise provided, TEA may not require a district to adopt or otherwise use instructional material reviewed by TEA or included on the list of approved instructional materials maintained by the SBOE.

Education Code 31.0251

OER Instructional Material

Except as provided by Education Code 31.0721(b), OER instructional material may not be made available to students, teachers, educators, or other education professionals before being reviewed by TEA and included on the list of approved instructional materials maintained by the SBOE. *Education Code 31.0721(a)*

Except as otherwise provided by the Education Code, the commissioner may not require a district to adopt or use an OER instructional material. A district may adopt OER material at any time. A district may not be charged for a cost associated with the selection of an OER, except for the cost of printing copies of the material. *Education Code 31.073*

Local Instructional Materials Selection

A board shall select instructional materials in an open meeting as required by the Texas Open Meetings Act, including public notice. *19 TAC 66.104(a)*

No Commission or Rebate

A board member, administrator, or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated.

A board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and
3. Could not be lawfully purchased with state instructional materials funds.

"Gift, favor, or service" does not include:

1. Staff development, in-service, or teacher training; or
2. Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152

Human Sexuality Materials

Course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by a board with the advice of the local school health advisory council (SHAC). *Education Code 28.004(e)*

[For more information on the requirements for adopting human sexuality instructional materials, see EHAA.]

Special Education Materials

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled. *19 TAC 66.104(c)*

Instructional Material Review

Parental Access

A parent is entitled to:

1. Review all teaching materials, instructional materials, including while the child is participating in virtual or remote learning, and other teaching aids used in the classroom of the parent's child;
2. Review each test administered to the child after the test is administered; and
3. Observe virtual instruction while the parent's child is participating in virtual or remote learning to the same extent the parent would be entitled to observe in-person instruction of the child.

A district shall make tests readily available for review by parents in person and teaching materials readily available for review by parents both in person and, if applicable, through an instructional materials portal established under Education Code 31.154 [see CMD].

The district may specify reasonable hours for in-person review. A district may not deny a parent access to an instructional materials parent portal.

Notice of Entitlement to Review Materials

The district shall post on the home page of the district's or school's internet website a notice stating that a parent of a student enrolled in the district or school is entitled to review these materials and may request that the district or school make the materials available for review as provided below. [See CQA(LEGAL)]

Review Period

In providing access to instructional materials to a student's parent under this provision, the district shall allow access beginning not later than 30 days before the school year begins and concluding not earlier than 30 days after the school year ends.

For the entire period, the district shall include access to all instructional materials that pertain to each subject area in the grade level in which the student is enrolled, except for tests or exams that have not yet been administered to the student and the student's graded assignments.

Taking Home Materials

A student's parent is entitled to request that a district allow the student to take home any instructional materials used by the student. Subject to the availability of the instructional materials, a district or school shall honor the request. A student who takes home instructional materials must return the instructional materials to school at the beginning of the next school day if requested to do so by the student's teacher.

Students Without Reliable Access to Technology

A district must provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. This requirement does not require a district to purchase printed copies of instructional materials that the district would not otherwise purchase. A district may comply with this requirement by providing the student a printout of the relevant electronic instructional materials.

Learning Management System or Online Portal

A district that uses a learning management system or any online learning portal to assign, distribute, present, or make available instructional materials as defined by Education Code 31.002 [see EFA] to students shall provide login credentials to the system or portal to each student's parent.

Education Code 26.006

Parent Request for Instructional Material Review

The board shall establish a process by which a parent of a student, as indicated on the student registration form at the student's campus, may request an instructional material review under Education Code 31.0252 [see below] for a subject area in the grade level in which the student is enrolled.

Process

The process:

1. May not require more than one parent of a student to make the request;
2. Must provide for the board to determine if the request will be granted, either originally or through an appeal process;
3. May permit the requesting parent to review the instructional material directly before the district conducts an instructional material review;
4. Must establish minimum requirements for a parent's petition to the board for a local review of classroom instructional materials, including submission guidelines and timelines for the petition. The process must align to the statewide submission window of September 1 through the last instructional day for students. The process must require that the board consider such petitions at the regular board meeting that allows proper posting immediately following submission of the petition provided that it is submitted by the prescribed submission deadline;
5. Require parent petitions to include the student assignment, grade level, content area, campus name, and teacher name to complete the local review process; and
6. Establish an appeal process for parents if a petition for a local review is denied by the board, detailing steps for submitting an appeal, the criteria for reviewing the appeal, and the timelines for a final decision.

Education Code 26.0061

TEA Standards for Instructional Material Review

TEA shall develop standards that a district may use to conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course to determine the degree in which the material corresponds with the instructional materials adopted by the district and meets the level of rigor of the essential knowledge and skills for the grade level in which it is being used. *Education Code 31.0252*

Request for TEA Review	A school district may request a review by TEA of local classroom instructional materials. A request for review of local classroom instructional materials must be submitted between September 1 and the last instructional day for students. If a review of local classroom instructional materials is granted, the school district must submit blank student assignments and other required instructional materials. TEA will provide the results from a review of local classroom instructional materials in a local classroom review report to the school district.
TEA Report Published on Website	School districts must publish local classroom instructional materials review reports from TEA on the district website within 10 school days following the receipt of the results. These reports must be accessible to the public without requiring a login or password. Prior to publication on the district website, the district must redact any student or teacher information from the report and must not make any other modifications to the report.
Local Review and Rubric	Local classroom instructional materials reviews and rubric development for foundations curriculum courses shall be aligned with the instructional materials review and approval (IMRA) rubric development schedule and review cycles.
Data Management Process	School districts must establish data management processes to ensure reviews of local classroom instructional materials are authorized no more than once per year for any classroom teacher in a specific subject or grade level at a specific campus. The process must track, at a minimum, the teacher of record, date of the review request, grade level, content area, campus, and amount of time the teacher reports to complete the request. *19 TAC 67.1501*
Local Reviewer Eligibility	Local classroom reviews shall be conducted by education service centers or a curriculum review service provider approved by TEA. All reviewers must meet eligibility criteria approved by TEA. *19 TAC 67.1502*
SBOE Notification	A district is requested to notify the SBOE member(s) representing the district, at the member's state email address as listed on the SBOE.Texas.gov website within one week of a decision to approve a parent request for local classroom review and one week after receiving the final report.
Limit on Reviews	The board is not required to conduct a review for a specific subject area or grade level at a specific district campus more than once per school year.

Parental Access During Review	Parental access to instructional material provided by an instructional material review conducted under this provision is in addition to any other right to access instructional material granted by the Education Code or school district policy.
Mandatory Review on Petition by Group of Parents	If the parents of at least 25 percent of the students enrolled at a campus present to the board in which the campus is located a petition for the board to conduct an instructional material review under Education Code 31.0252, the board shall conduct the review, unless the petition is presented by the parents of less than 50 percent of the students enrolled at the campus and, by a majority vote, the board denies the request. A review shall include a review of instructional materials for each subject area or grade level specified in the petition. *Education Code 26.0061; 19 TAC 67.69*
Federally Required Parental Inspection	All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the United States Department of Education shall be available for inspection by the parents or guardians of the children. *20 U.S.C. 1232h(a)* [For more information about the Protection of Pupil Rights Amendment (PPRA), see FA.]

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal	The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Request for Program

If the parents or guardians of at least 22 students at a school request a transfer for the same school year to another school in the district for the purpose of enrolling in an educational program offered at that school, the district shall offer such a program, beginning with the following school year, at the school from which the transfers were requested. The program may be offered by teleconference.

"Educational program" means a course or series of courses in the required curriculum other than a fine arts course or a career and technology course.

Education Code 28.003

Parental Requests

A parent is entitled to request, with the expectation that the request will not be unreasonably denied:

1. The addition of a specific academic class in the course of study of the parent's child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class.
2. That the parent's child be permitted to attend a class for credit above the child's grade level, whether in the child's school or another school, unless the board or its designated representative expects that the child cannot perform satisfactorily in the class.

The decision of the board concerning such a request is final and may not be appealed. [See FNG]

Education Code 26.003(a)(3)(A)(B), (b)

Pandemic Cancellation

A district is not liable for damages or equitable monetary relief arising from a cancellation or modification of a course, program, or activity of the district if the cancellation or modification arose during a pandemic emergency and was caused, in whole or in part, by the emergency. *Civ. Prac. & Rem. Code 148.004*

Videotape or Recording

A district employee or contractor is not required to obtain the consent of a child's parent before the employee or contractor may videotape the child or record the child's voice if the videotape or recording is to be used only for a purpose related to regular classroom instruction. *Education Code 26.009(b)(3)*

Purpose

As a condition of accreditation, a district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

A district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

A district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. In providing instruction required by the State Board of Education (SBOE) under Education Code 28.002(h-1), regarding the founding documents of the United States, a district shall use those documents as part of the instructional materials for the instruction.

Education Code 28.002(h), (h-6)

Required Curriculum

Foundation Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

Enrichment Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;

2. Health, with emphasis on:

   a. Physical health, including the importance of proper nutrition and exercise;

   b. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and

   c. Suicide prevention, including recognizing suicide-related risk factors and warning signs;

3. Physical education;

4. Fine arts;

5. Career and technical education;

6. Technology applications;

7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and

8. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

Digital Citizenship

The SBOE by rule shall require each district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Education Code 28.002(z)

Positive Character Traits

Districts are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills at least once in the following grade bands: kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.

Districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

19 TAC 120.3(a), .5(a), .7(a), .9(a)

Local Credit

A district may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

Local Instructional Plan

A district's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. A district is encouraged to exceed minimum requirements of law and SBOE rule.

Major Curriculum Initiatives

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

Common Core State Standards

A district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. A district may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

Scope and Sequence and Instructional Materials

In adopting a recommended or designated scope and sequence or instructional materials for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level, a district shall ensure sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills for that subject and grade level [see DG]. *Education Code 28.0027(a)*

[See EEP(LEGAL) for information related to requirements to provide copies of a teacher's instructional plan or syllabus for each

class to district administration and the parent of each student in the class.]

Coordinated Health Programs

The Texas Education Agency (TEA) shall make available to each district one or more coordinated health programs in elementary, middle, and junior high school. Each program must provide for coordinating education and services related to:

1. Physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;
2. Mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
4. Physical education and physical activity; and
5. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

A district shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the district. *Education Code 38.014*

Coordinated school health programs that are developed by districts and that meet TEA criteria may be approved and made available as approved programs. Districts must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

Physical Education

Each district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;

2. Offer students both cooperative and competitive games; and

3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

Student/Teacher Ratio

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the district to:

1. Carry out the purposes of and requirements for the physical education curriculum; and

2. Ensure the safety of students participating in physical education.

If a district establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the district shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

Classification for Physical Education

A district shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted — not limited in activities.

2. Restricted — excludes the more vigorous activities. Restricted classification is of two types:

    a. Permanent — A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

    b. Temporary — Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

3. Adapted and remedial — specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

School Health Advisory Council

A board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements.]

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in:
   a. Health education in kindergarten through grade 8; and
   b. If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:
   a. Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
   b. Physical education and physical activity;
   c. Nutrition services;
   d. Parental involvement;
   e. Instruction on substance abuse prevention;
   f. School health services, including mental health services;
   g. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
   h. A safe and healthy school environment; and
   i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;

4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

    a. School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;

    b. A comprehensive school counseling program under Education Code 33.005 [see FFEA];

    c. A safe and healthy school environment; and

    d. School employee wellness;

5. If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization;

6. Strategies to increase parental awareness regarding:

    a. Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and

    b. Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.

7. Appropriate grade levels and curriculum for instruction regarding the dangers of opioids, including instruction on:

    a. Opioid addiction and abuse, including addiction to and abuse of synthetic opioids such as fentanyl; and

    b. Methods for administering an opioid antagonist; and

8. Appropriate grade levels and curriculum for instruction regarding child abuse, family violence, dating violence, and sex trafficking, including likely warning signs that a child may be at risk for sex trafficking, provided that the local SHAC's recommendations under this provision do not conflict with the essential knowledge and skills developed by the SBOE.

Education Code 28.004(c), (n)

Policy Recommendations

The SHAC shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding un-

structured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the district concerning the importance of daily recess for elementary school students. *Education Code 28.004(l)*

The SHAC shall make policy recommendations to the district to increase parental awareness of suicide-related risk factors and warning signs and available community suicide prevention services. *Education Code 28.004(o)*

Complaints

A parent may use the grievance procedure at FNG concerning a complaint of a violation of Education Code 28.004. *Education Code 28.004(i-1)*

Human Sexuality Instruction

Definitions

"Human sexuality instruction," "instruction in human sexuality," and "instruction relating to human sexuality" include instruction in reproductive health.

"Curriculum materials" includes the curriculum, teacher training materials, and any other materials used in providing instruction.

Education Code 28.004(p)

Board Selection

The board shall determine the specific content of a district's instruction in human sexuality. *Education Code 28.004(h)*

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruc-

tion on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A statement informing the parent of the human sexuality instruction requirements under state law;
2. A detailed description of the content of the district's human sexuality instruction and a general schedule on which the instruction will be provided;
3. A statement of the parent's right to:
    a. At the parent's discretion, review or purchase a copy of curriculum materials as provided by Education Code 28.004(j) [see EFA];
    b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
    c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;
4. A statement that any curriculum materials in the public domain used for the district's human sexuality instruction must be posted on the district's internet website, if the district has an internet website, and the internet website address at which the curriculum materials are located; and
5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

Education Code 28.004(i)

Parent Consent

Before a student may be provided with human sexuality instruction, a district must obtain the written consent of the student's parent. The request for written consent may not be included with any other notification or request for written consent provided to the parent, other than the notice to parents regarding human sexuality instruc-

tion described above, and must be provided to the parent not later than the 14th day before the date on which the human sexuality instruction begins. *Education Code 28.004(i-2)*

Condoms

A district may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

Separate Classes

If a district provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX.]

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's human sexuality instruction. The policy must require:

1. The board to adopt a resolution convening the local SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The local SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the local SHAC’s recommendations under item 2, above, to take action on the adoption of the recommendations by a record vote at a public meeting.

Before adopting curriculum materials for the district's human sexuality instruction, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

Education Code 28.004(e)-(e-1), (e-3)

Abuse Prevention Instruction

Any course materials relating to the prevention of child abuse, family violence, dating violence, and sex trafficking shall be selected by the board with the advice of the local SHAC.

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking. The policy must require:

1. The board to adopt a resolution convening the SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the SHAC's recommendations, to take action on the adoption of the recommendations by a record vote at a public meeting.

Board Selection

Before adopting curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

The board shall determine the specific content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including the essential knowledge and skills addressing these topics developed by the SBOE.

Education Code 28.004(q)-(q-1), (q-3)-(q-4)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking to district students. If instruction will be provided. The notice must include:

1. A statement informing the parent of the requirements under state law regarding instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

2. A detailed description of the content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

3. A statement of the parent's right to:

   a. At the parent's discretion, review or purchase a copy of curriculum materials [see below at Availability of Instructional Materials];

   b. Remove the student from any part of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and

   c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;

4. A statement that any curriculum materials in the public domain used for the district's instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking must be posted on the district's internet website address at which the curriculum materials are located; and

5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including information regarding the local SHAC.

Parent Consent Before Instruction

Before a student may be provided with instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, a district must obtain the written consent of the student's parent. A request for written consent:

1. May not be included with any other notification or request for written consent provided to the parent, other than the notice described above; and

2. Must be provided to the parent not later than the 14th day before the date on which the instruction relating to the preven-

tion of child abuse, family violence, dating violence, and sex trafficking begins.

Education Code 28.004(q-5)-(q-6)

Availability of Materials for Human Sexuality Instruction and Abuse Prevention Instruction

Curriculum materials proposed to be adopted for the district's human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking must be made available as provided below, except copyrighted materials must be provided as described by items (2)(a) or (2)(c), as applicable.

A district shall make all curriculum materials used in human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking available by:

1. For curriculum materials in the public domain:
    a. Providing a copy of the curriculum materials by mail or email to a parent of a student enrolled in the district on the parent's request; and
    b. Posting the curriculum materials on the district's internet website, if the district has an internet website; and
2. For copyrighted curriculum materials, allowing a parent of a student enrolled in the district to:
    a. Review the curriculum materials at the student's campus at any time during regular business hours;
    b. Purchase a copy of the curriculum materials from the publisher as provided by the district's purchase agreement for the curriculum materials; or
    c. Review the curriculum materials online through a secure electronic account in a manner that prevents the curriculum materials from being copied and that otherwise complies with copyright law.

For purchase agreements entered into, amended, or renewed on or after September 1, 2021, if a district purchases from a publisher copyrighted curriculum materials for use in the district's human sexuality instruction, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

If a district purchases from a publisher copyrighted curriculum materials for use in the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

Education Code 28.004(e-2), (j)-(j-2), (q-2)

Character Education

A district must adopt a character education program that includes the following positive character education traits and personal skills:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills;
8. Good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
9. School pride; and
10. Gratitude.

In developing or selecting a character education program under Education Code 29.906, a district shall consult with a committee selected by the district that consists of parents of district students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

Education Code 29.906

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Parental Consent Not Required

An employee or contractor of a district is not required to obtain the consent of a child's parent before the employee or contractor may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for a purpose related to the promotion of student safety under Education Code 29.022. *Education Code 26.009(b)*

Video Surveillance of Special Education Settings

In order to promote student safety, on receipt of an authorized written request, a district shall provide equipment, including a video camera, to the campus in the district specified in the request.

Classroom or Other Setting

A campus that receives equipment shall place, operate, and maintain one or more video cameras in special education classrooms and other special education settings, provided that:

1. A campus that receives equipment as a result of the request by a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable; and

2. A campus that receives equipment as a result of the request by a board of trustees, principal, or assistant principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings subject to Education Code 29.022.

Education Code 29.022(a)

Definitions

“Incident” means an event or circumstance that:

Incident

1. Involves alleged “abuse” or “neglect,” as described in Family Code 261.001, of a student by a staff member of the district or alleged “physical abuse” or “sexual abuse,” as described in Family Code 261.410, of a student by another student; and

2. Allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted.

Other Special Education Setting

“Other special education setting” means a classroom on a separate campus (i.e., a campus that serves only students who receive special education and related services) of a district — including a room attached to the classroom or setting used for time-out — in which a majority of the students in regular attendance are provided special education and related services, are assigned to the setting for at least 50 percent of the instructional day, and have one of the fol-

lowing instructional arrangements/settings described in the student attendance accounting handbook:

1. Residential care and treatment facility—separate campus; or

2. Off home campus—separate campus.

Parent — "Parent" means a person described in Education Code 26.002, whose child receives special education and related services in one or more self-contained classrooms or other special education settings. "Parent" also means a student who receives special education and related services in one or more self-contained classrooms or other special education settings and who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code, Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

School Business Day — "School business day" means a day that campus or district administrative offices are open.

Special Education Classroom or Other Special Education Setting — "Special education classroom or other special education setting" means a classroom or setting primarily used for delivering special education services to students who spend on average less than 50 percent of an instructional day in a general education classroom or setting.

Staff Member — "Staff member" means a teacher, a related service provider, a paraprofessional, a counselor, or an educational aide assigned to work in the special education classroom or other special education setting.

Time-out — "Time-out" has the meaning assigned by Education Code 37.0021.

Video Camera — "Video camera" means a video surveillance camera with audio recording capabilities.

Video Equipment — "Video equipment" means one or more video cameras and any technology and equipment needed to place, operate, and maintain video cameras as required by Education Code 29.022 and 19 Administrative Code 103.1301. "Video equipment" also means any technology and equipment needed to store and access video recordings as required.

19 TAC 103.1301(b); Education Code 29.022

Administrative Coordinator — Each district shall designate an administrator at the primary administrative office of the district with responsibility for coordinating the provision of equipment to schools and campuses. *Education Code 29.022(a-2)*

Authorized Requestors

The following people may request in writing that equipment be provided to a campus at which one or more children receive special education services in a qualifying classroom or setting:

1. A parent of a child who receives special education services for the campus at which the child receives those services;
2. The board of trustees for one or more specified campuses;
3. The principal or assistant principal for their campus; and
4. A staff member assigned to work with one or more children receiving special education services for the campus at which the staff member works.

Education Code 29.022(a-1)

Processing the Request

A written request must be submitted and acted on as follows:

1. A parent, staff member, or assistant principal must submit a request to the principal or the principal's designee of the campus addressed in the request, and the principal or designee must provide a copy of the request to the district’s designated administrator;
2. A principal must submit a request by the principal to the district’s designated administrator; and
3. A board of trustees must submit a request to the district’s designated administrator, and the administrator must provide a copy of the request to the principal or the principal's designee of the campus addressed in the request.

A campus shall operate and maintain the camera in the classroom or setting as long as the classroom or setting continues to satisfy these requirements, for the remainder of the school year in which the campus received the request, unless the requestor withdraws the request in writing.

Education Code 29.022(a-3)-(b)

Video Camera Coverage

The video cameras must be capable of:

1. Covering all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out; and
2. Recording audio from all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out.

The inside of a bathroom or any area in the classroom or other special education setting in which a student's clothes are changed may not be visually monitored, except for incidental coverage of a minor portion of a bathroom or changing area because of the lay-out of the classroom or setting.

Education Code 29.022(c)-(c-1)

Written Notice

Before a campus activates a video camera in a classroom or special education setting, the campus shall provide written notice of the placement to all campus staff and to the parents of each student attending class or engaging in school activities in the classroom or setting.

If for any reason a campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request. Not later than the 10th school day before the end of each school year, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request.

Education Code 29.022(b), (d)

Retention Period

A district shall retain video recorded from a video camera for at least three months after the date the video was recorded.

If a person requests to view a video recording from a video camera, a district must retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, the district or campus shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

Education Code 29.022(e)-(e-1)

Gifts, Grants, and Donations

A district may solicit and accept gifts, grants, and donations from any person to implement the requirements of Education Code 29.022 and 19 Administrative Code 103.1301. A district is not permitted to use Individuals with Disabilities Education Act, Part B, funds or state special education funds to implement these requirements. *19 TAC 103.1301(d)*

No Waiver of Immunity

The requirements described by Education Code 29.022 do not:

1. Waive any immunity from liability of a district, or of district officers or employees; or
2. Create any liability for a cause of action against a district or against district officers or employees.

No Monitoring

A district may not:

1. Allow regular or continual monitoring of video recorded under Education Code 29.022; or
2. Use video for teacher evaluation or for any other purpose other than the promotion of safety of students receiving special education services.

Education Code 29.022(g)-(h)

Confidentiality

A video recording of a student made under this provision is confidential and may not be released or viewed except as provided below.

Limited Release

A district shall release a recording for viewing by:

1. An employee who is involved in an alleged incident that is documented by the recording and has been reported to the district, on request of the employee;
2. A parent of a student who is involved in an alleged incident that is documented by the recording and has been reported to the district or campus, on request of the parent;
3. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged or suspected abuse or neglect of a child under Family Code 261.406;
4. A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioners rule, or a human resources staff member designated by the board in response to a report of an alleged incident or an investigation of district personnel or a report of alleged abuse committed by a student; or
5. Appropriate agency or State Board for Educator Certification personnel or agents as part of an investigation.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the re-

tention of video recordings who incidentally views a video recording does not violate these confidentiality provisions.

Education Code 29.022(i)-(i-1); 19 TAC 103.1301(h)-(i)

Duty to Report

If a person described by item 4 or 5, above, views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child under Family Code Chapter 261, the person must submit a report to the Texas Department of Family and Protective Services or other authority in accordance with the local policy adopted under 19 Administrative Code 61.1051 (Reporting Child Abuse and Neglect) and Family Code Chapter 261.

Note: 19 Administrative Code 61.1051 was repealed and the requirements were recodified at 19 Administrative Code 103.1401. [See FFG]

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19 TAC 103.1301(j); Education Code 29.022(j)

Use in Disciplinary Actions Against District Personnel

If a person described by items 3, 4, or 5, above, views the recording and believes that it documents a possible violation of district or campus policy, the person may allow access to the recording to appropriate legal and human resources personnel of the district to the extent not limited by the Family Educational Rights and Privacy Act (FERPA) or other law. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student may be used in a disciplinary action against district personnel and must be released in a legal proceeding at the request of a parent of the student involved in the incident documented by the recording. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student must be released for viewing by the district employee who is the subject of the disciplinary action at the request of the employee. *19 TAC 103.1301(k)*

Federal Law / FERPA

19 Administrative Code 103.1301(j) (child abuse reporting) and (k) (disciplinary actions against personnel) do not limit the access of a student's parent to a record regarding the student under FERPA or other law. To the extent any provisions in Education Code 29.022 and 19 Administrative Code 103.1301 conflict with FERPA or other federal law, federal law prevails. *19 TAC 103.1301(l)*

District Policy

A district must adopt written policies relating to the placement, operation, and maintenance of video cameras under Education Code 29.022 and 19 Administrative Code 103.1301. At a minimum, the policies must include:

1. A statement that video surveillance is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings;

2. Information on how a person may appeal an action by the district that the person believes to be in violation of this section or a policy adopted in accordance with this section, including the appeal and expedited review processes under 19 Administrative Code 103.1303 (Commissioner's Review of Actions Concerning Video Cameras in Special Education Settings) and the appeals process under Education Code 7.057;

3. A requirement that the district provide a response to a request made under this section not later than the seventh school business day after receipt of the request by the person to whom it must be submitted under Education Code 29.022(a-3) (at Limited Release, above) that authorizes the request or states the reason for denying the request;

4. Except as provided by item 6 of this provision, a requirement that a campus begin operation of a video camera in compliance with this provision not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized unless the Texas Education Agency (TEA) grants an extension of time;

5. A provision permitting the parent of a student whose admission, review, and dismissal (ARD) committee has determined that the student's placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed under this section to make a request for the video camera by the later of:

   a. The date on which the current school year ends; or

   b. The 10th school business day after the date of the placement determination by the ARD committee;

6. A requirement that, if a request is made by a parent in compliance with item 5 of this provision, unless TEA grants an extension of time, a campus begins operation of a video camera in compliance with this provision not later than the later of:

   a. The 10th school day of the fall semester; or

   b. The 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made;

7. The procedures for requesting video surveillance and the procedures for responding to a request for video surveillance;

8. The procedures for providing advanced written notice to the campus staff and the parents of the students assigned to a self-contained classroom or other special education setting that video and audio surveillance will be conducted or cease in the classroom or setting, including procedures for notice, in compliance with Education Code 29.022(b), of the opportunity to request continued video and audio surveillance if video and audio surveillance will otherwise cease;

9. A requirement that video cameras be operated at all times during the instructional day when one or more students are present in a self-contained classroom or other special education setting in which video cameras are placed;

10. A statement regarding the personnel who will have access to video equipment or video recordings for purposes of operating and maintaining the equipment or recordings;

11. A requirement that a campus continue to operate and maintain any video camera placed in a self-contained classroom or other special education setting for as long as the classroom or setting continues to satisfy the requirements in Education Code 29.022(a), for the remainder of the school year in which the campus received the request, unless the requester withdraws the request in writing;

12. A requirement that video cameras placed in a self-contained classroom or other special education setting be capable of recording video and audio of all areas of the classroom or setting, except that no visual monitoring of bathrooms and areas in which a student's clothes are changed may occur. Incidental visual coverage of the inside of a bathroom or any area of the classroom or other special education setting in which a student's clothes are changed is permitted only to the extent that such coverage is the result of the layout of the classroom or setting. Audio recording of the inside of a bathroom or any area of the classroom or other special education setting in which a student's clothes are changed is required;

13. A statement that video recordings must be retained for at least three months after the date the video was recorded and that video recordings will be maintained in accordance with the requirements of Education Code 29.022(e-1), when applicable;

14. A statement that the regular or continual monitoring of video is prohibited and that video recordings must not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety;

15. At the district's discretion, a requirement that campuses post a notice at the entrance of any self-contained classroom or other special education setting in which video cameras are placed stating that video and audio surveillance are conducted in the classroom or setting;

16. The procedures for reporting an allegation to the district that an incident occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted;

17. The local grievance procedures for filing a complaint alleging violations of Education Code 29.022, and/or 19 Administrative Code 103.1301; and

18. A statement that video recordings made under Education Code 29.022 and 19 Administrative Code 103.1301 are confidential and a description of the limited circumstances under which the recordings may be viewed.

19 TAC 103.1301(g)

Governmental Record

A video recording under this section is a governmental record only for purposes of Penal Code 37.10.

Operation of Camera

These provisions apply to the placement, operation, and maintenance of a video camera in a special education classroom or other special education setting during the regular school year and extended school year services.

A video camera placed under this section is not required to be in operation for the time during which students are not present in the classroom or other special education setting.

Education Code 29.022(s)-(t)

Exclusions

A district is not required to provide video equipment to a campus of another district or charter school or to a nonpublic school. *19 TAC 103.1301(c)*

Dispute Resolution

The special education dispute resolution procedures in 34 Code of Federal Regulations 300.151-.153 and 300.504-.515 do not apply to complaints alleging that a district has failed to comply with Education Code 29.022 and 19 Administrative Code 103.1301. Complaints alleging violations of those sections must be addressed

through the district's local grievance procedures or other dispute resolution channels. *19 TAC 103.1301(e)*

Denial of Request

The following standards and procedures apply to a denial of a request for placement of a video camera under Education Code 29.022(a), or to the denial of a request to release a video or to view a video made under Education Code 29.022(i) or (l)(2).

Exhaustion of Administrative Remedies

Once a request for placement of a video camera or a request to release a video is administratively denied, the requester must exhaust administrative remedies through the district's grievance process even if the requester opts for the expedited review process. However, a district, parent, staff member, or administrator may request an expedited review even before the local remedies are exhausted.

After local remedies are exhausted by filing a grievance with the board and obtaining a board determination, the requester may appeal the denial to the commissioner of education under Education Code 7.057 by filing a petition for review.

Proper Request

In a case where there is a denial of a request for the placement of a video camera, the commissioner will determine whether the person requesting placement is a person allowed to request placement under Education Code 29.022(a-1) (see Limited Release, above) and whether the requester made a proper request under Education Code 29.022(a-3) (see Processing the Request, above).

Cost

The commissioner will not consider the cost to the district of installing cameras or releasing video.

Release Determination

In a case where there is a denial of a request to release a video, the commissioner will determine whether the requester is a person allowed to receive a video under Education Code 29.022(i) (described at Limited Release, above).

Timelines for Petition for Review

The following timelines are established for filing a petition for review:

1. A petition for review shall be filed with the commissioner within 10 calendar days of the decision of the board denying the request being first communicated to the requester or requester's counsel, whichever occurs first. The petition for review shall be made in accordance with 19 Administrative Code 157.1073(c) (hearings brought under Education Code 7.057) and may include a request for expedited review.
2. The district's answer and local record shall comply with 19 Administrative Code 157.1052(b) and (c) and 19 Administrative Code 157.1073(d) and shall be filed with the commis-

sioner within 10 calendar days of the district receiving notification from the commissioner of the appeal.

3. The procedures specified in 19 Administrative Code 157.1059; .1061; and .1073(e)-(h), (j), and (k) apply to a case brought to the commissioner under this section.

Expedited Review

A request for expedited review is governed by the following.

1. The expedited review process is designed to allow a requester to promptly receive a preliminary judgment from the commissioner as to a decision to deny a request for the installation of cameras or a decision to deny a request to release a video while at the same time respecting the school grievance process. The expedited review process does not apply to a request to only view a video. Invoking the expedited review process results in a prompt initial determination. However, the final commissioner's determination is to be based on a substantial evidence review of the district's grievance record. This allows for a full record to be developed at the district level and does not require the requester and the district to make an evidentiary record before TEA in Austin, Texas. Because the requirements of Education Code 7.057 are met when the board's decision is heard by the commissioner, an appeal to district court is allowed under Education Code 7.057(d). Education Code 29.022 does not by itself allow an appeal to district court.

2. A district, parent, staff member, or administrator may request an expedited review. Any request for an expedited review shall include the names, telephone numbers, and addresses of all interested parties to the request. “Interested parties” are all persons who brought the grievance, all persons who have testified or provided written statements as part of the grievance process, and the district. The request for expedited review shall specify whether the district denied a request for the placement of a video camera or the district denied a request to release a video and briefly describe why that decision is either correct or incorrect.

3. A request for expedited review shall be filed with the commissioner no earlier than 14 business days after a request for placement of a video camera or a request to release a video is administratively denied under Education Code 29.022(i) or (l)(2) (see Limited Release and Process, above), and no later than the fifth business day after a board resolves a grievance as to a request for placement of a video camera or a request to release a video. A request for expedited review shall be filed with the commissioner electronically as provided on

TEA's Division of Hearings and Appeals website or by U.S. Mail, facsimile, hand-delivery, or by a commercial delivery service.

4. Whenever an interested party files a document with the commissioner, with the exception of the request for expedited review, the interested party shall send the same document to all other interested parties by the same method that the document was sent to the commissioner. Hand-delivery of the document by the next day may be substituted for service by facsimile delivery.

5. If a request for expedited review is timely filed, the commissioner will establish a briefing schedule and will send to all interested parties a notice that an expedited review has been filed, which will include relevant statutes and rules. Any interested party who knows of any additional interested parties who have not been notified will promptly inform the commissioner in writing.

6. All briefing shall clearly state the facts relied upon. Documents relevant to the issues presented may be attached to a brief. All briefing shall provide the reasons why the commissioner should or should not grant the request for expedited review. Citations to statutes, rules, commissioner decisions, and case law are important to identify the legal basis for the claims made.

7. All interested parties who are in favor of granting the request for expedited review shall file briefing at the time specified for the requester of the expedited review.

8. All interested parties who are opposed to granting the request for expedited review shall file briefing at the same time.

9. Briefing is not limited to the issues specifically raised in the pleadings in the case. However, no new arguments may be raised in the reply briefs. Reply briefs may contain new citations to the record and legal authority as to issues previously raised.

10. A preliminary judgment shall be issued based on the briefing of the interested parties. The preliminary judgment will be sent to the requestor, the district, and all interested parties. If it is determined that a district is not likely to prevail on the issue of a request for the placement of video cameras or the issue of a request to view a video under full review, the district will fully comply with Education Code 29.022.

11. After a preliminary judgment is made, a final judgment will be made in accordance with the procedures set forth in 19 Administrative Code 103.1303(b)(1)-(5) (the Denial of Request Review process).

19 TAC 103.1303(b)

Extension of Time

A request by a district for an extension of time to begin the operation of a video camera under Education Code 29.022 shall be made and decided using the following procedures.

Request

Any request by a district for an extension of time to begin the operation of a video camera shall be filed with the commissioner prior to the 45th school business day after a request to begin operating a video camera is received. However, a district should request an extension of time as soon as it determines that an extension of time should be filed.

A request for an extension of time to begin the operation of a video camera shall specify why an extension of time should be granted. The request shall include affidavits supporting any factual claims made in the request and reference any legal authority as to why the request should be granted. The request may include a request for expedited review. The request shall name the individual who requested the installation of cameras and provide the individual's address and telephone number. Immediately following the individual's address and telephone number there shall appear in bold type: "You have been identified as the individual who requested the operation of a video camera that is the subject of this request to the commissioner of education to extend the statutory timeline. You may, but are not required to, participate in the proceedings before the commissioner concerning the school district's request for an extension of time. It is entirely up to you whether and to what extent you wish to participate in these proceedings. The procedures governing these proceedings are found at 19 Texas Administrative Code 103.1303(c) and Texas Education Code 29.022."

A request for an extension of time to begin the operation of a video camera shall list the names, telephone numbers, and addresses of all interested parties to the request. All interested parties include all parents of students in the classroom or other special education setting for which a video camera has been requested and all staff who provided services in a classroom for which a video camera has been requested.

Filing Documents

All documents in a case shall be filed with the Division of Hearings and Appeals, Texas Education Agency, 1701 N. Congress Ave., Austin, Texas 78701, facsimile number (512) 475-3662. Documents shall be filed electronically as provided on the division's

website or by mail, delivery, or facsimile. All documents must be actually received by the Division of Hearings and Appeals by the date specified in this section. The mailbox rule does not apply to filings in a case filed under this subsection. Electronic filing is strongly encouraged.

All filings in a case shall be sent to the district, the individual who initially requested the installation of the cameras, and all interested parties who have filed a request to receive documents filed in the case by the same method as the request is filed with the commissioner. Due to the requirements of FERPA, the names, telephone numbers, and addresses of parents and other publicly identifiable student information may not be given to the interested parties. The copies of the filings sent to interested parties shall be redacted to remove all personally identifiable student information.

Filing Responses

Any response to a request for an extension of time to begin the operation of a video camera shall be filed with the commissioner by an interested party within 10 calendar days of the filing of the request. If no response to the request is timely filed, the commissioner shall issue a final decision within 20 calendar days of the filing of the request.

A response to a request for an extension of time to begin the operation of a video camera shall specify why an extension of time should or should not be granted. The response shall include affidavits concerning any factual claims made in the request and reference any legal authority as to why the request should or should not be granted. The response may include a request for expedited review.

Expedited Review

A request for expedited review must be filed with the commissioner within 10 calendar days of the filing of the request for an extension of time to begin the operation of a video camera. If a request for expedited review is made, all interested parties shall be notified that they have been identified as interested parties in the request for an extension of time to begin the operation of a video camera. In particular, the interested parties will be informed that it is their choice whether to participate in the proceedings before the commissioner, that it is entirely up to them to determine to what extent they wish to participate in the proceedings, that the procedures governing these proceedings are found in 19 Administrative Code 103.1303 and Education Code 29.022, and that upon their written request filed with the commissioner they will be sent all filings in this case.

If a request for an expedited review is not made, the commissioner shall issue a final decision within 45 calendar days of the filing of the request for an extension of time to begin the operation of a

video camera, unless the commissioner determines that an evidentiary hearing would be helpful in deciding the issues raised. If the commissioner decides to hold an evidentiary hearing, the commissioner shall establish the timelines and procedures to be used. Whether to conduct the hearing by telephone or other electronic methods will be considered.

If a request for expedited review is made, the following procedures shall be followed:

1. Any reply by the district to any response to the request shall be filed with the commissioner within 25 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
2. A preliminary judgment shall be made by the commissioner within 35 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
3. Any interested party or the district may file objections to the preliminary judgment within 40 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
4. Any reply to an objection to a preliminary judgment must be filed within 45 calendar days of the filing of a request for an extension of time to begin the operation of a video camera.
5. The commissioner shall issue a final decision within 55 calendar days of the filing of the request for an extension of time to begin the operation of a video camera, unless the commissioner determines that an evidentiary hearing would be helpful in deciding the issues raised. If the commissioner decides to hold an evidentiary hearing, the commissioner shall establish the timelines and procedures to be used. Whether to conduct the hearing by telephone or other electronic methods will be considered.

Commissioner Consideration — In making either a preliminary judgment or a final judgment under this subsection, the commissioner will consider whether granting the requested extension is reasonable considering all factors, including contracting statutes, architectural and structural issues, and the difference in costs to the district if a moderate extension of time is granted.

No Appeal — A commissioner's final decision under this provision is not subject to appeal.

19 TAC 103.1303(c)

Grading Policy

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Education Code 28.0216

Finality of Grade

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade, as determined by the board.

A determination by the board is not subject to appeal.

This subsection does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Education Code 33.081.

Education Code 28.0214

Student Election Clerks

A student who is appointed as a student election clerk under Election Code 32.0511, or as a student early voting clerk under Election Code 83.012, may apply the time served toward:

1. A requirement for a school project at the discretion of the teacher who assigned the project; or
2. A service requirement for participation in an advanced academic course program at the discretion of the program sponsor or a school-sponsored extracurricular activity at the discretion of the school sponsor.

Education Code 33.092

Progress Reports and Conferences

A board shall adopt a policy that:

1. Provides for at least two opportunities for in-person conferences during each school year between each parent of a child enrolled in the district and the child's teachers;

2. Requires a district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and

3. Requires a district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EHAA] is consistently unsatisfactory, as determined by the district.

The notice required by items 2 and 3 must provide for the signature of the student's parent and must be returned to the district.

A district that uses an electronic platform for communicating student grade and performance information to parents may permit a parent to sign a required notice electronically, so long as the district retains a record verifying the parent's acknowledgment of the required notice. A district that accepts electronic signatures must offer parents the option to provide a handwritten signature.

"Parent" includes a guardian, conservator, or other person having lawful control of a student.

Exceptions

These requirements do not apply to a student who:

1. Is 18 or older and living in a different residence than the student's parents;

2. Is married; or

3. Has had the disabilities of minority removed for general purposes.

Education Code 28.022

Dyslexia Progress Reports

For information regarding required progress reports for students receiving dyslexia instruction, see EHB.

Notice of Performance Rating

The first written notice of a student's performance that a district gives during a school year under Education Code 28.022(a)(2) [see Progress Reports, item 2, above] must include a statement of whether the campus at which the student is enrolled has been awarded a distinction designation under Education Code Chapter 39, Subchapter G or has been identified as an unacceptable campus under Education Code Chapter 39A, and an explanation of the information's significance. [See AIB] *Education Code 39.361*

Notice of Student Performance

The district shall provide a record of the comparisons of student performance made under Education Code 39.034 and provided to the district under Education Code 39.302 in a written notice to the student's parent or other person standing in parental relationship.

For a student who failed to perform satisfactorily as determined under either performance standard under Education Code 39.0241 on an assessment instrument administered under Education Code 39.023(a), (c), or (l), the district shall include in the notice specific information relating to access to educational resources at the appropriate assessment instrument content level, including assessment instrument questions and answers released under Education Code 39.023(e).

Education Code 39.303

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all students after the third week and the sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, information from students, or the use of an artificial intelligence detection tool selected by the District.

Exemption from Instruction

A parent or person standing in parental relation is entitled to remove the parent's child from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity.

A parent or person standing in parental relation is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. This provision does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the district and the Texas Education Agency (TEA).

Education Code 26.002, .010

See also *Mahmoud v. Taylor*, 145 S.Ct. 2332 (2025) (holding that the introduction of certain public school instruction, without parental notice and an opportunity to opt out, would likely burden parents' right to free exercise of religion).

Instructional Requirements and Prohibitions

The following provisions under Education Code 28.0022(a) apply to any course or subject, including an innovative course, for a grade level from kindergarten through grade 12.

Controversial Topics

A teacher may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs.

A teacher who chooses to discuss a topic described above shall explore that topic objectively and in a manner free from political bias.

Education Code 28.0022(a)(1)-(a)(2)

Sexual Orientation and Gender Identity

A district or district employee may not provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation and gender identity to students enrolled in prekindergarten through 12th grade.

This provision may not be construed to:

1. Limit a student's ability to engage in speech or expressive conduct protected by the First Amendment, U.S. Constitution or by Section 8, Article I, Texas Constitution, that does not result in material disruption to school activities;
2. Limit the ability of a person who is authorized by the district to provide physical or mental health-related services to provide the services to a student, subject to any required parental consent; or

3. Prohibit an organization whose membership is restricted to one sex and whose mission does not advance a political or social agenda from meeting on a district campus.

Education Code 28.0043

Political Activism and Advocacy Participation

A district or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:

1. Work for, affiliation with, or service learning in association with any organization engaged in:

    a. Lobbying for legislation at the federal, state, or local level, if the student's duties involve directly or indirectly attempting to influence social or public policy or the outcome of legislation; or

    b. Social policy advocacy or public policy advocacy;

2. Political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or

3. Participation in any internship, practicum, or similar activity involving social policy advocacy or public policy advocacy.

Education Code 28.0022(a)(3)

The above provisions do not apply to a student's participation in:

1. Community charitable projects, such as building community gardens, volunteering at local food banks, or other service projects;

2. An internship or practicum:

    a. For which the student receives course credit under a career and technology education program or under the P-TECH program established under Education Code 29.553; and

    b. That does not involve the student directly engaging in lobbying, social policy advocacy, or public policy advocacy; or

3. A program that prepares the student for participation and leadership in this country's democratic process at the federal, state, or local level through the simulation of a governmental process, including the development of public policy.

Education Code 28.0022(b)

Concepts Prohibited

A teacher, administrator, or other employee of a district may not require or make part of a course inculcation in the concept that:

1. One race or sex is inherently superior to another race or sex;
2. An individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
3. An individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race or sex;
4. An individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;
5. An individual, by virtue of the individual's race or sex, bears responsibility, blame, or guilt for actions committed by other members of the same race or sex;
6. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;
7. The advent of slavery in the territory that is now the United States constituted the true founding of the United States; or
8. With respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to the authentic founding principles of the United States, which include liberty and equality.

A teacher, administrator, or other employee of a district may not teach, instruct, or train any administrator, teacher, or staff member of a state agency, school district, or open-enrollment charter school to adopt a concept listed above.

A teacher, administrator, or other employee of a district may not require an understanding of The 1619 Project.

Education Code 28.0022(a)(4)

Student Discussion

A district may not implement, interpret, or enforce any rule in a manner that would result in the punishment of a student for reasonably discussing the concepts described above in school or during a school-sponsored activity or have a chilling effect on reasonable student discussions involving those concepts in school or during a school-sponsored activity. *Education Code 28.0022(d)*

Employee or Contractor Discipline Policy	A district shall adopt a policy and procedure for the appropriate discipline, including termination, or a district employee or contractor who intentionally or knowingly engages in or assigns to another person an act prohibited by Education Code 28.0022. The district shall provide a physical and electronic copy of the policy and procedure to each district employee or contractor. *Education Code 28.0022(h)*
Limitations on Statute	Education Code 28.0022 may not be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under Education Code Chapter 28, Subchapter A. Education Code 28.0022 does not create a private cause of action against a teacher, administrator, or other employee of a district. Education Code 28.0022 may not be construed as prohibiting a teacher employed by a district from directing a classroom activity that involves students communicating with an elected official so long as the district, school, or teacher does not influence the content of a student's communication. *Education Code 28.0022(e)-(g)*

Note: This policy encompasses many, but not all, rights held by parents of Texas public school children. Additional information regarding parent rights exists throughout the policy manual, including:

- District-level and site-based decision making at BQA and BQB
- Access to review instructional and library materials at the EF series
- Requests for educational programs at EHA
- Human sexuality instruction at EHAA
- Special education at the EHBA series
- Student retention at EIE
- Homeschool rights at FD
- Consent to medical treatment, collection and use of certain health and biometric information, and other activities at the FFA series
- Consent to mental health and counseling at FFEA and FFEB
- Access to student records at FL
- Complaints and grievances processes at FNG
- Access to campus and campus visitor policies at GKC

Parental Rights

To enshrine truths that are deeply rooted in this nation's history and traditions, the people of Texas hereby affirm that a parent has the responsibility to nurture and protect the parent's child and the corresponding fundamental right to exercise care, custody, and control of the parent's child, including the right to make decisions concerning the child's upbringing. *Tex. Const. Art. I, Sec. 37*

Infringement Prohibited

The fundamental rights granted to parents by their Creator and upheld by the United States Constitution, the Texas Constitution, and the laws of this state, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child under Family Code 151.001, may not be infringed on by any public elementary or secondary school or state governmental entity, including the state or a political subdivision of the state, unless the infringement is necessary to further a compelling state interest, such as providing life-saving

care to a child, and narrowly tailored using the least restrictive means to achieve that compelling state interest. *Education Code 1.009*

Education Code Chapter 26

As provided under Family Code 151.001, a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from this state, including from a school district or any other governmental entity. *Education Code 26.001(a)*

Parents are partners with educators, administrators, and the board in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children. *Education Code 26.001(a-1)*

Unless otherwise provided by law, a board, an administrator, an educator, or other person shall comply with Education Code 1.009 [see Infringement of Parental Rights Prohibited, above] and may not limit parental rights or withhold information from a parent regarding the parent's child. A school district may not be considered to have withheld information from a parent regarding the parent's child if the district's actions are in accordance with other law, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). *Education Code 26.001(c), (c-1)*

"Parent" Defined

For purposes of Education Code Chapter 26 (Parental Rights), "parent" includes a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.001(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order. *Education Code 26.002*

Parental Rights

Parental rights listed in Education Code Chapter 26 are:

1. Rights concerning academic programs. *Education Code 26.003, .0061* [See EHA, EIF, FDB, and FMH]
2. Access to student records. *Education Code 26.004* [See FL]
3. Access to state assessments. *Education Code 26.005* [See EKB]

4. Access to teaching materials and test results, and observation of virtual instruction. *Education Code 26.006* [See EF series and EKB]

5. Access to board meetings, other than a closed meeting under the Open Meetings Act. *Education Code 26.007* [See BE and BEC]

6. Right to full information concerning a student. *Education Code 26.008(a)(1)* [See below and at DF, FFE series, and FM]

7. Notification of suspicion of criminal offense committed against a parent's child. *Education Code 26.008(a)(2)* [See FFF]

8. Right to information concerning special education and education of students with learning disabilities. *Education Code 26.0081* [See FB]

9. Requests for public information. *Education Code 26.0085* [See GBA and GBAA]

10. Consent required for certain activities. *Education Code 26.009* [See EHA, FFA, FFE, FL, FM, and FO]

11. Refusal of psychiatric or psychological treatment of child as basis for report of neglect. *Education Code 26.0091* [See FFG]

12. Exemption from instruction. *Education Code 26.010* [See EMB]

13. Right to have a grievance addressed in accordance with a policy adopted by the district's board. *Education Code 26.011* [See FNG]

14. Right to information related to the release of student directory information under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). *Education Code 26.013* [See FL]

15. Selection of educational setting. *Education Code 26.0025* [See below]

Right to Information

A parent is entitled to full information regarding the school activities of a parent's child, except as provided by Education Code 38.004 (child abuse investigations). *Education Code 26.008(a)(1)*

Parental Rights Form

The Texas Education Agency (TEA) shall develop a form for use by school districts in providing information about parental rights and options a board is required to disclose to a child's parent on enrollment and at the beginning of each school year under Educa-

tion Code 26.001(d)(4). A district shall post the form in a prominent location on the district's website. *Education Code 26.001(e)*

Right to Select School

A parent is entitled to choose the educational setting for the parent's child, including school, private school, or home school. *Education Code 26.0025*

A parent has the right to designate the school the child will attend and to enroll the child in school, subject to any eligibility or admissions requirements. *Family Code 151.001(a)(11)*

Unless limited by court order, a parent appointed as sole managing conservator of a child has the exclusive right to designate the school the child will attend and to enroll the child in school, subject to any eligibility or admissions requirements. *Family Code 151.132*

The board may not adopt a rule or policy that regulates an education program of a home school. *Education Code 1.010*

Right to Attend School Activities

Unless limited by court order, a parent appointed as a conservator of a child has at all times the right to attend school activities, including school lunches, performances, and field trips. *Family Code 153.073(a)(6)*

Objection to School Assignment

The parent or person standing in parental relation to any student may object to the student's school assignment. Upon receiving a written petition to request or object to a student's assignment, a board shall follow the procedures set forth at Education Code 25.034. *Education Code 25.033(2), .034* [See FDB]

Challenge to Education Records

A district shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the records is inaccurate, misleading, or in violation of the privacy rights of the student. *34 C.F.R. 99.21* [See FL]

Public Information Requests

A district that receives a request from a parent for public information relating to the parent's child shall comply with Government Code Chapter 552 (Public Information Act). A district shall also comply with the deadlines and provisions set forth at Education Code 26.0085. *Gov't Code Ch. 552; Education Code 26.0085* [See GBAA]

Policy on Parental Engagement

The board shall develop a parental engagement policy that:

1. Provides for an internet portal through which parents of students enrolled in the district may submit comments to campus or district administrators and the board;

2. Requires the board to prioritize public comments by presenting those comments at the beginning of each board meeting; and

3. Requires board meetings to be held outside of typical work hours.

Education Code 26.0071

Parental Participation Plan

Each board shall develop a plan for parental participation in the district to improve parent and teacher cooperation, including in the areas of homework, school attendance, and discipline. *Education Code 26.001(d)(2)*

Title I Funding — Parent Right to Know

Professional Qualifications

At the beginning of each school year, a district shall notify the parents of each student attending any school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), that the parents may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers. *20 U.S.C. 6312(e)(1)(A)* [See DBA]

Title I Required Notice

A school that receives funds under Title I, Part A of ESEA shall provide to each individual parent of a child who is a student in such school, with respect to such student:

1. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the required state academic assessments [see EKB]; and

2. Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [see DBA].

20 U.S.C. 6312(e)(1)(B)

For information on the parent and family engagement requirements for districts receiving funds under the Elementary and Secondary Education Act, see EHBD.

Information Collection

U.S. ED-Funded Surveys (PPRA)

Under the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as part of any program funded in whole or in part by the United States Department of Education (U.S. ED), to submit to a survey, analysis, or evaluation that reveals information concerning the following topics without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

20 U.S.C. 1232h(b)

Information Collection Funded by Other Sources

Policies

Except as provided by 20 U.S.C. 1232h(a) or (b) [see U.S. ED Funded Surveys, above], as a condition of receiving funds for a program funded in whole or in part by the U.S. ED, a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the following:

1. The parent's right to inspect a survey created by a third party before the survey is administered or distributed by a school to the student and any applicable procedures for granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received.
2. A district's arrangements to protect student privacy in the event a survey containing one or more of the items listed under U.S. ED-Funded Surveys, above, is administered or distributed to a student.
3. The parent's right to inspect any instructional material used in the educational curriculum for the student and any applicable procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.
4. The administration of physical examinations or screenings that a district may administer to the student.

5. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. This provision does not apply to use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

6. The parent's right to inspect any instrument used in collection of personal information in item 5 above, before the instrument is administered and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

A district need not develop and adopt new policies if the TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). [See CRD, FFAA, FL, and FNG]

Parental Notification

A district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in schools served by the district. At a minimum, a district shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies; and

2. Offer an opportunity for the parent to opt the student out of participation in an activity described below.

A district shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this provision:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.

2. The administration of any survey containing one or more items described at U.S. ED-Funded Surveys, above.

3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered

and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

20 U.S.C. 1232h(c)(1)-(4) [See FFAA]

"Personal Information" Defined

The term "personal information" means individually identifiable information, including a student's:

1. First and last name;
2. Home or physical address, including street name and city or town;
3. Telephone number; or
4. Social security identification number.

20 U.S.C. 1232h(c)(6)(E)

For information about parental access to instructional materials under the PPRA, see FA.

Videotapes and Recordings

A district employee or contractor must obtain the written consent of a child's parent before the employee or contractor may make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.

Exceptions

A district employee or contractor is not required to obtain the consent of a child's parent before the employee or contractor may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:

1. The purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
2. A purpose related to a cocurricular or extracurricular activity;
3. A purpose related to regular classroom instruction;
4. Media coverage of the school; or
5. A purpose related to the promotion of student safety under Education Code 29.022.

Education Code 26.009 [See EHA, EHBAF, FM, and FO]

Student Clubs

A school district must require the written consent of the parent of a student enrolled in the district before the student may participate in a student club authorized or sponsored at the district. [See FNAB]
Education Code 33.0815

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Wellness Policy Each district must establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program under the jurisdiction of the district. The local school wellness policy is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. *7 C.F.R. 210.31(a)*

School Day "School day" means the period from the midnight before, to 30 minutes after the end of the official school day. *7 C.F.R. 210.11(a)(5)*

School Campus "School campus" means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. *7 C.F.R. 210.11(a)(4)*

Contents At a minimum, a local school wellness policy must contain:

1. Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, a district must review and consider evidence-based strategies and techniques;
2. Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the district;
3. Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the district that:
    a. Are consistent with applicable requirements set forth in 7 C.F.R. 210.10 (meal requirements for lunches and afterschool snacks) and 220.8 (meal requirements for breakfasts);
    b. Are consistent with the nutrition standards set forth under 7 C.F.R. 210.11 (competitive food service and standards);
    c. Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under 7 C.F.R. 210.11; and
    d. Promote student health and reduce childhood obesity;
4. Identification of the position of the district or school official(s) responsible for the implementation and oversight of the local school wellness policy to ensure each school's compliance with the policy;

5. A description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy; and

6. A description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public as required below.

Public Involvement and Notification

A district must:

1. Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.

2. Inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates available to the public annually.

3. Inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the local school wellness policy by making the triennial assessment, as required at item 2 under Implementation Assessments and Updates below, available to the public in an accessible and easily understood manner.

Implementation Assessments and Updates

A district must:

1. Designate one or more district or school officials to ensure that each participating school complies with the local school wellness policy.

2. At least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

   a. The extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy;

b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and

c. A description of the progress made in attaining the goals of the local school wellness policy.

3. Make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.

Recordkeeping

A district must retain records to document compliance with the requirements of this policy. These records include, but are not limited to:

1. The written local school wellness policy;

2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required at Implementation Assessments and Updates above; and

3. Documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]; 7 C.F.R. 210.31(c)–(f)

[See CO for requirements relating to food services management, EHAA for state law requirements relating to health education, and FJ for requirements relating to food and beverage fundraisers.]

Change in Health Services

Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:

a. All health-care services to be provided;

b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;

c. Whether a child's medical records will be accessible to the parent;

d. Information concerning grant funds to be used;

e. The titles of persons who will have access to the medical records of a student; and

f. The security measures that will be used to protect the privacy of students' medical records.

2. Approve the expansion or change by a record vote.

Education Code 38.012

[For information regarding school-based health centers, see FFAE.]

Parental Right to Information

Notification Procedure

The Texas Education Agency (TEA) shall adopt a procedure for school districts to notify the parent of a student enrolled in the district regarding any change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being.

A school district may not adopt a procedure that:

1. Prohibits a district employee from notifying the parent of a student regarding information about, or a change in services provided to or monitoring of the student related to, the student's mental, emotional, or physical health or well-being;

2. Encourages or has the effect of encouraging a student to withhold from the student's parent information described by item 1; or

3. Prevents a parent from accessing education or health records concerning the parent's child.

These requirements do not require the disclosure of information to a parent if a reasonably prudent person would believe the disclosure is likely to result in the student suffering abuse or neglect, as those terms are defined by Family Code 261.001.

District Employees

A district employee may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

Any student support services training developed or provided by a district to district employees must comply with any student services guidelines, standards, and frameworks established by the State Board of Education and TEA.

Notice of Health-Related Services

Before the first instructional day of each school year, a district shall provide to the parent of each student enrolled in the district written notice of each health-related service offered at the district campus the student attends. The notice must include a statement of the parent's right to withhold consent for or decline a health-related

service. A parent's consent to a health-related service does not waive a requirement discussed above.

Consent for Questionnaire or Form

Before administering a student well-being questionnaire or health screening form to a student enrolled in prekindergarten through 12th grade, the district must provide a copy of the questionnaire or form to the student's parent and obtain the parent's consent, which must be made in writing and returned to the district, to administer the questionnaire or form.

Limitations on Statute

These requirements may not be construed to:

1. Limit or alter the requirements of Education Code 38.004 (child abuse reporting) or Family Code Chapter 261 (investigation of report of child abuse or neglect); or

2. Limit a school district employee's ability to inquire about a student's daily well-being without parental consent.

[For more information about consent to medical treatment, including psychological treatment, see FFAC. For information about consent to counseling and mental health, see FFEA and FFEB.]

Education Code 26.0083(a)-(i)

Consent to Certain Activities

Definitions

"Biometric identifier" means a blood sample, hair sample, skin sample, DNA sample, body scan, retina or iris scan, fingerprint, voiceprint, or record of hand or face geometry.

"Psychological or psychiatric examination or test" means a method designed to elicit information regarding an attitude, habit, trait, opinion, belief, feeling, or mental disorder or a condition thought to lead to a mental disorder, regardless of the manner in which the method is presented or characterized, including a method that is presented or characterized as a survey, check-in, or screening or is embedded in an academic lesson.

"Psychological or psychiatric treatment" means the planned, systematic use of a method or technique that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group.

Psychological or Psychiatric Examination, Test, or Treatment

An employee or contractor of a school district must obtain parental consent before the employee or contractor may conduct a psychological or psychiatric examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or

2. State or federal law regarding requirements for special education.

Biometric Identifiers and Health or Medical Information

An employee or contractor of a school district must obtain parental consent before the employee or contractor may, unless authorized by other law:

1. Collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers; or
2. Disclose a child's health or medical information to any person other than the child's parent.

Notice

Before the first instructional day of each school year, a school district shall provide to the parent of each student enrolled in the district written notice of any actions the district may take involving the authorized collection, use, or storage of biometric identifiers or health or medical information. The notice must:

1. Include a plain language explanation for the district's collection, use, or storage of the child's information and the district's legal authority to engage in that collection, use, or storage; and
2. Be signed by the parent and returned to the district.

Health-Care Services or Medication

An employee or contractor of a school district must obtain parental consent before the employee or contractor may provide health-care services or medication or conduct a medical procedure.

Consent Requirements

Parental consent required for a parent's child to participate in a psychological or psychiatric examination test or treatment or the collection or use of biometric identifiers or health or medical information as described above must be signed by the parent and returned to the district. A child may not participate in the activity unless the district receives the parent's signed written consent to that activity.

Exception

For the purpose of obtaining written consent to provide health-care services or medication or conduct a medical procedure that is determined by the district to be routine care provided by a person who is authorized by the district to provide physical or mental health-related services, the district may obtain consent at the beginning of the school year or at the time of the child's enrollment in the district. Unless otherwise provided by a child's parent, written consent obtained for this purpose is effective until the end of the school year in which the consent was obtained.

Retention

The district shall retain the written informed consent of a child's parent obtained as part of the child's education records.

Limitations on Statute

Nothing in this section may be construed to:

1. Require an employee or contractor of a district to obtain the written consent of a child's parent before verbally asking the child about the child's general well-being; or
2. Affect the duty to report child abuse or neglect under Family Code Chapter 261 or an investigation of a report of abuse or neglect under that chapter.

Education Code 26.009(a), (a-1), (a-2), (a-3), (c), (e), (f)

Note: For information about mental health curriculum and SHAC responsibilities, see EHAA. For information about threat assessments, see FFB. For personnel information about mental health professionals, see DP.

Mental Health Condition

"Mental health condition" means a persistent or recurrent pattern of thoughts, feelings, or behaviors that:

1. Constitutes a mental illness, disease, or disorder, other than or in addition to epilepsy, substance abuse, or an intellectual disability; or
2. Impairs a person's social, emotional, or educational functioning and increases the risk of developing such a condition.

Education Code 5.001(5-a)

Student Programs

The Texas Education Agency (TEA), in coordination with the Health and Human Services Commission and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each district may select from the list a program or programs appropriate for implementation in the district.

Subject Areas

The list must include programs and practices in the following areas:

1. Early mental health prevention and intervention;
2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse prevention and intervention;
4. Suicide prevention, intervention, and postvention;
5. Grief-informed and trauma-informed practices;
6. Positive school climates;
7. Positive behavior interventions and supports;
8. Positive youth development; and
9. Safe, supportive, and positive school climate.

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning prac-

tices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

[For information on employee training, see DMA.]

Practices and Procedures

A district shall develop practices and procedures concerning each area listed above, including mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, that:

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;

2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;

4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;

5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and

6. Include procedures:

   a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

   b. For suicide prevention, intervention, and postvention.

The practices and procedures may address multiple subject areas [see Subject Areas, above]. The practices and procedures must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The practices and procedures developed must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

Nothing in these provisions is intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. Practices and procedures developed in accordance with these provisions are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. These provisions do not give districts the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

"Postvention" includes activities that promote healing necessary to reduce the risk of suicide by a person affected by the suicide of another.

Education Code 38.351(a)–(f), (i)–(o)

Immunity

The above requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Education Code 38.352*

Student Identification Cards

Each student identification card issued by a public school to a student in grade six or higher must have printed on the card the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line. The student identification card may have printed on the card the contact information for a local suicide prevention hotline, if available. *Education Code 38.353*

Consent to Examinations, Tests, or Treatment

A district employee or contractor must obtain the written consent of a child's parent in the manner required by Education Code 26.009(a-2) before the employee or contractor may conduct a psychological or psychiatric examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or

2. State or federal law regarding requirements for special education.

Education Code 26.009(a)(1)

[For more information regarding required parental consent for a psychological or psychiatric examination, test, or treatment, see FFA. For more information about consent to medical treatment, including psychological treatment under certain circumstances, see FFAC. For information about consent to counseling, see FFEA.]

Professional's Authority

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

Exception: Court Order

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

Family Code 32.004(b), (c)

[See DPB for more information about school psychologist and school counselor responsibilities.]

Consent to School Psychologist

Informed consent for a school psychologist must be obtained in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the U.S. Department of Education's rules governing parental consent when delivering school psychological services in the public schools, and is considered to meet the requirements for informed consent under the Texas State Board of Examiners of Psychologists (TSBEP) rules. No additional informed consent, specific to any Texas Behavioral Health Executive Council (TBHEC) rules, is necessary in this context. Licensees providing psychological services under 22 Administrative Code 465.38(e)(2), however, must obtain informed consent as otherwise required by the TBHEC rules. *22 TAC 465.38(g)*

Professional Immunity

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct. *Family Code 32.004(d)*

Outside Counselors

Neither a district nor an employee of a district may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the district does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.
2. Discloses to the student's parent, managing conservator, or guardian any relationship between the district and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate district personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

Education Code 38.010

[See FFEA for information on the comprehensive guidance program. See FFB for mental health-care services provided by the threat assessment and safe and supportive school team.]

Psychotropics and Psychiatric Evaluations

A district employee may not:

1. Recommend that a student use a psychotropic drug; or
2. Suggest any particular diagnosis; or
3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or

2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or

3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

A board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016. [See FFAC]

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.0511 or other law or a district's sovereign or governmental immunity.

Nonphysician mental health professional has the meaning assigned by Education Code 38.0101 [see DP].

Education Code 38.016

[For information regarding administration of medication, see FFAC.]

Child Abuse Reporting

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFG]

Notice of Educator Misconduct

The board shall adopt a policy under which notice is provided to the parent or guardian of a student with whom a person employed by or acting as a service provider for the district is alleged to have engaged in the following misconduct:

1. The person abused or otherwise committed an unlawful act with a student or a minor, including by engaging in conduct that involves physical mistreatment or constitutes a threat of violence to a student or minor and that is not justified under Penal Code Chapter 9, regardless of whether the conduct resulted in bodily injury. *Education Code 22A.051(a)(2)(A)*

2. The person was involved in or solicited a romantic relationship with or solicited or engaged in sexual contact with a student or minor. *Education Code 22A.051(a)(2)(B)*

3. The person engaged in inappropriate communications with a student or minor, as defined by State Board for Educator Certification (SBEC) rule. *Education Code 22A.051(a)(2)(C)*

4. The person failed to maintain appropriate boundaries with a student or minor, as defined by SBEC rule. *Education Code 22A.051(a)(2)(D)*

The notice must inform the parent or guardian:

1. That the alleged misconduct occurred;

2. Whether the person was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and

3. Whether a report was submitted to the Texas Education Agency or SBEC concerning the alleged misconduct.

The policy must require that information specified in item 1 above be provided as soon as feasible after the district becomes aware that alleged misconduct may have occurred.

Education Code 22A.053

[For the reporting requirements applicable to educator or service provider misconduct, see DHB.]

For purposes of this requirement, “service provider” means a person who provides services to a school district. The term includes, but is not limited to, a contractor or subcontractor, a tutoring provider, an entity that has entered into a contract to operate a district campus under Education Code 11.174, a staffing provider, or any person employed or controlled by any of these individuals or

entities that provides services to the district. *Education Code 22A.001*

Notice of Suspected Criminal Offense

A parent is entitled to notification not later than one school business day after the date a school district employee first suspects that a criminal offense has been committed against the parent's child, except as provided by Education Code 38.004 (child abuse investigations). *Education Code 26.008(a)(2)*

Depiction of Minors in Visual Material

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Definitions

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Harassment" has the meaning assigned by Education Code 37.001. [See FO]

"Sexual conduct" has the meaning assigned by Penal Code 43.25.

Programs

The Texas School Safety Center, in consultation with the office of the attorney general, shall develop programs for use by school districts that address:

1. The possible legal consequences, including criminal penalties, of sharing visual material depicting a minor engaged in sexual conduct;
2. Other possible consequences of sharing visual material depicting a minor engaged in sexual conduct, including:
    a. Negative effects on relationships;
    b. Loss of educational and employment opportunities; and
    c. Possible removal, if applicable, from certain school programs or extracurricular activities;
3. The unique characteristics of the Internet and other communications networks that could affect visual material depicting a minor engaged in sexual conduct, including:
    a. Search and replication capabilities; and
    b. Potentially worldwide audience;
4. The prevention of, identification of, responses to, and reporting of incidents of bullying; and
5. The connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.

A district shall annually provide or make available information on these programs to parents and students in a grade level the district considers appropriate. Each district shall provide or make available the information by any means the district considers appropriate.

Education Code 37.218

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Note: For information regarding law enforcement and schools, see GRAA. For information regarding juvenile law enforcement records, see GBA.

Education Records

"Education Records" Defined

For the purposes of this policy, the term "education records" means those records, files, documents, and other materials that contain information directly related to a student and are maintained by an education agency or institution or by a person acting for such agency or institution.

The term "education records" does not include:

1. Records that are created or received by a district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
2. Records made by district personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
3. Records maintained by a law enforcement unit of a district that were created by that law enforcement unit for the purpose of law enforcement.
4. Records on a student who is 18 years of age or older, or who is attending an institution of postsecondary education, that are:
    a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
    b. Made, maintained, or used only in connection with treatment of the student; and
    c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

20 U.S.C. 1232g; 34 C.F.R. 99.3

Screening Records

The principal of each school shall maintain records of screening for special senses and communication disorders, spinal screening,

and assessment for type 2 diabetes for each student in the school. Records shall be open for inspection by the state or local health department. *20 U.S.C. 1232g; Health and Safety Code 36.006, 37.003, 95.004; 25 TAC 37.145(b)* [See FFAA]

Immunization Records

A district shall maintain an individual immunization record during the period of attendance for each student admitted. The records shall be open for inspection at all reasonable times by the Texas Education Agency (TEA) or by representatives of local health departments or the Texas Department of State Health Services. A district shall cooperate with other districts in transferring students' immunization records between other schools. Specific approval from students, parents, or guardians is not required prior to making such record transfers. *Education Code 38.002* [See FFAB]

Medical Records

The parent or guardian of a student is entitled to access to the student's medical records maintained by a district. On request of a student's parent or guardian, a district shall provide a copy of the student's medical records to the parent or guardian. A district may not impose a charge that exceeds the amount authorized by Section 552.261 of the Government Code [see GBAA]. *Education Code 38.0095*

Privacy Rule for Non-"Education Records"

To the extent a district is a covered entity under the Health Insurance Portability and Accountability Act (HIPAA), the district must comply with the Privacy Rule, 45 C.F.R. Part 164, with respect to protected health information that is not an education record. *45 C.F.R. 160.103, 164.501* [See CRD]

Vital Statistics Records

If the district collects vital statistics information that identifies the sex of a person for the purpose of complying with antidiscrimination laws or for the purpose of gathering public health, crime, economic, or other data, the district shall identify each person as either male or female. *Gov't Code 2051.252*

Food Allergy Information

Information regarding a child's food allergy, regardless of how it is received by the school or school district, shall be retained in the child's student records but may not be placed in the health record maintained for the child by the district.

Exceptions

If the school receives documentation of a food allergy from a physician, that documentation shall be placed in the health record maintained for the child by the district.

A registered nurse may enter appropriate notes about a child's possible food allergy in the health record maintained for the child by the district, including a notation that the child's student records

indicate that a parent has notified the district of the child's possible food allergy. [See FD]

Education Code 25.0022(d)-(f)

Assessment Instruments

The results of individual student performance on basic skills assessment instruments or other achievement tests administered by a district are confidential and may be made available only to the student, the student's parent or guardian, and to the school personnel directly involved with the student's educational program. However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and district, and made available to the public, with appropriate interpretations, at regularly scheduled board meetings. The information may not contain the names of individual students or teachers. *Education Code 39.030(b)* [See EKB]

Academic Achievement Record (Grades 9-12)

Following guidelines developed by the commissioner of education, a district must use an academic achievement record (transcript) form that includes student demographics, school data, student data, and the record of courses and credits earned. The academic achievement record shall serve as the academic record for each student and must be maintained permanently by the district. A district must ensure that copies of the record are made available for a student transferring from one district to another. To ensure appropriate placement of a transfer student, a district must respond promptly to each request for student records from a receiving district. *19 TAC 74.5(b)-(c)* [See EI]

Enrollment Records

For information on enrollment records, see FD.

Access, Disclosure, and Amendment

Definitions

Attendance

"Attendance" includes, but is not limited to:

1. Attendance in person or by paper correspondence, videoconference, satellite, internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
2. The period during which a person is working under a work-study program.

Authorized Representative

"Authorized representative" means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 C.F.R. 99.31(a)(3) to conduct—with respect to federal- or state-supported education programs—any audit, evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Biometric Record "Biometric record" means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

Disclosure "Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Education Program "Education program" means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

Parent "Parent" includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Personally Identifiable Information "Personally identifiable information" includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's social security number, student number, or biometric record;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Record "Record" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

34 C.F.R. 99.3

Signed and Dated Written Consent

"Signed and dated written consent" may include a record and signature in electronic form that:

1. Identifies and authenticates a particular person as the source of the electronic consent; and
2. Indicates such person's approval of the information contained in the electronic consent.

34 C.F.R. 99.30(d)

Disclosure With Consent

The parent or eligible student shall provide a signed and dated written consent before a district discloses personally identifiable information from a student's education records, except as provided by 34 C.F.R. 99.31. The written consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the part or class or parties to whom the disclosure may be made.

When a disclosure is made under written consent, if a parent or eligible student requests, the district shall provide a copy of the records disclosed and if the parent of a student who is not an eligible student requests, the district shall provide the student with a copy of the records disclosed.

34 C.F.R. 99.30(a)-(c)

[For more information related to required consent for the release of certain medical or biometric information, see FFA.]

Access by Parents

A district shall give full rights under these provisions to either parent, unless the district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. *34 C.F.R. 99.4*

A court may order the custodian of records to delete all references in a child's records to the place of residence of either party appointed as conservator before their release to another party appointed as conservator. *Family Code 153.012*

A parent is entitled to access to all written records of a district concerning the parent's child, including attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, medical records in accordance with Education Code 38.0095, including health and immunization information, teacher and school counselor evaluations, reports of behavioral patterns, records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, and records

relating to library materials checked out by the child from a school library.

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.

Education Code 26.004

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student. *34 C.F.R. 99.12(a)*

Access by Student

"Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education. *34 C.F.R. 99.*3

When a student becomes an eligible student, the rights accorded to, and consent required of, parents under these provisions transfer from the parents to the student.

Nothing in this provision prevents a district from disclosing education records, or personally identifiable information from education records, to a parent without prior written consent of an eligible student if the disclosure meets the conditions in 34 C.F.R. 99.31(a), including if the student is a dependent for tax purposes or in the case of a health or safety emergency.

34 C.F.R. 99.5, .31(a)(8), (a)(10), .36

Disclosure Without Consent

Personally identifiable information in education records shall not be released without the written consent of the student's parents, except to the following.

School Officials

School officials, including teachers, who have legitimate educational interests.

A contractor, consultant, volunteer, or other party to whom a district has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party:

1. Performs an institutional service or function for which the district would otherwise use employees;

2. Is under the direct control of the district with respect to the use and maintenance of education records; and

3. Is subject to the requirements of 34 C.F.R. 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

A district must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A district that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

34 C.F.R. 99.31(a)(1)

An administrator, nurse, or teacher is entitled to access to a student's medical records maintained by a district for reasons determined by district policy. *Education Code 38.009*

Officials of Other Schools

Officials of educational agencies or institutions, including officials of another school or institution of postsecondary education in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, provided that a district shall:

1. Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

    a. The disclosure is initiated by the parent or eligible student; or

    b. The annual notification under 34 C.F.R. 99.7 includes a notice that the district forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer;

2. Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

3. Give the parent or eligible student, upon request, an opportunity for a hearing under 34 C.F.R. Part 99, Subpart C.

34 C.F.R. 99.31(a)(2), .34

Authorized Government Representatives

Authorized representatives of the officials or agencies headed by the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or state and local educational authorities who require access to student or other

records necessary in connection with the audit and evaluation of federal- or state-supported education programs or in connection with the enforcement of or compliance with federal legal requirements that relate to such programs. *34 C.F.R. 99.35(a)(1)*

A district may not refuse to report information concerning a student holding an F, J, or M visa on the basis of the Family Educational Rights and Privacy Act (FERPA) and any regulation implementing FERPA. A district is authorized and required to report information that would ordinarily be protected by FERPA only to the extent required by 8 U.S.C. 1372, 8 C.F.R. 214.3(g), or any corresponding regulation. *8 C.F.R. 214.1(h); 8 U.S.C. 1372(c)(2)*

Financial Aid Personnel

Personnel involved with a student's application for, or receipt of, financial aid. *34 C.F.R. 99.31(a)(4)(i)*

Juvenile Justice Officials

State and local officials to whom such information is specifically allowed to be reported or disclosed by state statute if:

1. The allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve, prior to adjudication, the student whose records are released; and
2. The officials and authorities to whom such information is disclosed certify in writing to the district that the information will not be disclosed to any other party except as provided under state law without the prior written consent of the parent of the student.

34 C.F.R. 99.31(a)(5)(i), .38

A school district superintendent or the superintendent's designee shall disclose information contained in a student's educational records to a juvenile service provider as required by Family Code 58.0051 [see GRAC]. *Education Code 37.084(a)*

Organizations Conducting Studies

Organizations conducting studies for, or on behalf of, districts for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. Such information must be destroyed when no longer needed for the original purposes of the studies.

The district must enter into a written agreement with the organization that:

1. Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;

2. Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;

3. Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and

4. Requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.

A district that enters into an agreement with an organization conducting a study may redisclose personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to the district in accordance with the requirements of 34 C.F.R. 99.33(b).

A district is not required to initiate a study or agree with or endorse the conclusions or results of the study.

34 C.F.R. 99.31(a)(6)(i)-(iv)

Accrediting Organizations

Accrediting organizations to carry out their accrediting functions. *34 C.F.R. 99.31(a)(7)*

Health or Safety Emergency

Appropriate parties, including the student's parents, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other individuals.

In making a determination, a district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the district determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the United States Department of Education (U.S. ED) will not substitute its judgment for that of the district in evaluating the circumstances and making its determination.

34 C.F.R. 99.31(a)(10), .36(a),(c)

Agriculture Secretary

The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of

districts receiving funding or providing benefits of programs authorized under the National School Lunch Act or the Child Nutrition Act [see COB] for which the results will be reported in an aggregate form, on the conditions as follows:

1. Any data collected under this paragraph shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the United Stated Secretary of Education; and

2. Any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.

20 U.S.C. 1232g(b)(1)(K)

Child Welfare Agency

An agency caseworker or other representative of a state or local child welfare agency or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when the agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student. Education records, or the personally identifiable information contained in such records, of the student shall not be disclosed by the agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by the agency or organization to receive the disclosure. A disclosure must be consistent with state or tribal laws applicable to protecting the confidentiality of a student's education records. *20 U.S.C. 1232g(b)(1)(L)*

Directory Information

Any person requesting directory information after a district has given public notice of that definition. [See Directory Information, below] *34 C.F.R. 99.37*

Subpoenaed Records

A district shall release student records in compliance with a judicial order, or pursuant to any lawfully issued subpoena, except when a parent is a party to a court proceeding involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act [42 U.S.C. 5101 note]) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the educational agency or institution is not required. *20 U.S.C. 1232g(b)(1)(J), (b)(2)(B)*

The educational agency or institution may disclose information under this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with:

1. A federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

2. Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

3. An ex parte court order obtained by the United States attorney general (or designee not lower than an assistant attorney general) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

If the district initiates legal action against a parent or student, the district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the district to proceed with the legal action as plaintiff.

If a parent or eligible student initiates legal action against a district, the district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the district to defend itself.

34 C.F.R. 99.31(a)(9)

Sex Offenders

A district may disclose personally identifiable information without consent if the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the district under 42 U.S.C. 14071 and applicable federal guidelines. *34 C.F.R. 99.31(a)(16)*

Request Procedure

Upon request of a properly qualified individual, access to a student's education record shall be granted within a reasonable period of time, but not more than 45 days after it has received the request. A district shall respond to reasonable requests for explanations and interpretations of the records. *34 C.F.R. 99.10*

Records Destruction

A district shall not destroy any education records if there is an outstanding request to inspect and review the records. *34 C.F.R. 99.10(e)*

De-Identified Records

A district, or a party that has received education records or information from education records, may release the records or information without the parent's written consent after the removal of all personally identifiable information provided that the district or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple

releases, and taking into account other reasonably available information. *34 C.F.R. 99.31(b)(1)*

Education Research

A district, or a party that has received education records or information from education records, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

1. A district or other party that releases de-identified data under this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
2. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
3. The record code is not based on a student's social security number or other personal information.

34 C.F.R. 99.31(b)(2)

Authenticating Requestors' Identities

A district must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from education records. *34 C.F.R. 99.31(c)*

Transfer Not Permitted

Personal information from student education records shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the student's parent. If a third party permits access to information in violation of this policy or fails to destroy the information as required by 20 U.S.C. 1232g(b)(1)(F), a district shall not permit access to information from education records to that third party for a period of not less than five years. *20 U.S.C. 1232g(b)(4)(B); 34 C.F.R. 99.33(a)(1)*

A district shall inform a party to whom a disclosure is made of the requirements of 34 C.F.R. 99.33, unless the disclosure is made pursuant to a court order, lawfully issued subpoena, or litigation; the disclosed information is directory information; the disclosure concerns sex offenders; or the disclosure is made to a parent of a student who is not an eligible student or to a student. *34 C.F.R. 99.33(c)-(d)*

A district may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the district if:

1. The disclosures meet the requirements of 34 C.F.R. 99.31; and

2. The district has complied with the requirements of 34 C.F.R. 99.32(b) regarding the record of disclosure; or a state or local educational authority or federal official or agency listed requesting information through a subpoena or ex parte order has complied with the requirements of 34 C.F.R. 99.32(b)(2).

34 C.F.R. 99.33(b)

Record of Access to Student Records

Each school shall maintain a record, kept with the education record of each student that indicates all individuals, agencies, or organizations that have requested or obtained access to a student's education records, as well as the names of state and local educational authorities and federal officials and agencies listed in 34 C.F.R. 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent. A district must obtain a copy of the record of further disclosures maintained by the named authorities, officials, and agencies under 34 C.F.R. 99.32(b)(2) and make it available in response to a parent's request to review the record.

A district must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception [see Health or Safety Emergency, above]:

1. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and

2. The parties to whom the district disclosed the information.

34 C.F.R. 99.32

The records shall include at least the name of the person or agency that made the request and the legitimate interest the person or agency had in the information. The record will be maintained as long as the district maintains the student's education record. The record of access shall be available only to parents, school officials responsible for custody of the records, and those state, local, and federal officials authorized to audit the operation of the system. *20 U.S.C. 1232g(b)(4)(A); 34 C.F.R. 99.33(a)(2)*

The record shall not include requests for access by, or access granted to, parents of the student or officials of a district, requests accompanied by prior written consent of the parent, requests for directory information, or a party seeking or receiving records in accordance with a subpoena or ex parte order. *34 C.F.R. 99.32(d)*

Right to Amend

The parent of a student whose records are covered by this policy may ask a district to amend the student's record if the parent believes it contains information that is inaccurate, misleading, or in violation of the student's right of privacy or other rights. If a district decides not to amend the education records requested, it shall inform the parent of its decision and his or her right to a hearing to challenge the content of the student's education records. *34 C.F.R. 99.20*

If a district decides to amend the records as a result of the hearing, it shall inform the parent in writing. If, as a result of the hearing, the district decides not to amend the records, it shall inform the parent of the right to place a statement in the records commenting on the contested information and/or stating why the parent disagrees with the decision of the district. Any explanation shall be maintained with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the contested portion of the record is disclosed. *34 C.F.R. 99.21*

Fees for Copies

No fee shall be charged to search for or to retrieve the education records of a student. A fee may be charged for a copy of education records which is made for the parent or an eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review those records. *20 U.S.C. 1232g; 34 C.F.R. 99.11; Education Code 26.012*

Records of Students with Disabilities

A district shall permit parents to inspect and review education records collected, maintained, or used for purposes of identifying, evaluating, placing, or educating students with disabilities. *34 C.F.R. 300.613(a)*

Access Rights

In addition to policies applicable to all student records, the following guidelines shall apply when parents of a student with disabilities request to review or inspect district records relating to the education of their child:

1. Parents may request that a representative inspect and review the records. *34 C.F.R. 300.613(b)(3)*

2. A district shall comply with a request without unnecessary delay and before any meeting regarding an individualized education program (IEP) or hearing relating to the identification,

evaluation, or placement of the child, and in no case longer than 45 days after the request. *34 C.F.R. 300.613(a)*

3. A district shall keep a record of persons obtaining access to these student records (except access by parents and authorized employees), including name, date of access, and the purpose for which the person is authorized to use the records. *34 C.F.R. 300.614*

Record Types and Locations — A district shall provide parents on request a list of types and locations of education records. *34 C.F.R. 300.616*

Parental Consent — Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under the Individuals with Disabilities Education Act or disclosed to anyone other than officials of agencies collecting or using this information. A district may not release information from these records without parental consent except as provided in FERPA. *34 C.F.R. 300.622*

Confidentiality — A district shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in a district shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. A district shall maintain for public inspection a current listing of the names and positions of employees who may have access to this information. *34 C.F.R. 300.623*

Information Destruction — A district shall inform parents when personally identifiable information collected, maintained, or used to provide special education and related services is no longer needed to provide educational services to the student. Such information shall be destroyed at the request of the parents.

A permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 C.F.R. 300.624

Annual Notification of Rights — A district shall give parents of students in attendance and eligible students in attendance annual notification of their rights under FERPA.

The notice must inform parents or eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and 34 C.F.R. 99.31 authorize disclosure without consent; and
4. File with the U.S. ED a complaint under 34 C.F.R. 99.63 and 99.64 concerning alleged failures by the district to comply with the requirements of the Act and 34 C.F.R. Part 99.

The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.
2. The procedure for requesting amendment of records under 34 C.F.R. 99.20.
3. If the district has a policy of disclosing education records under 34 C.F.R. 99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

A district may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.

A district shall effectively notify parents who are disabled and parents of students who have a primary or home language other than English.

20 U.S.C. 1232g(e); 34 C.F.R. 99.7

Directory Information

"Directory Information" Defined

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended. "Directory information" does not include a student's:

1. Social security number; or
2. Student identification (ID) number, unless:

a. The student ID number, user ID number, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user; or

b. The student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

34 C.F.R. 99.3

Disclosure of Directory Information

A district may release directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the district of:

1. The types of personally identifiable information that it has designated as directory information.

2. A parent's or eligible student's right to refuse to let the district designate any or all of those types of information about the student as directory information.

3. The period of time within which the parent has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information.

Restrictions on the Right of Refusal

A parent or eligible student may not use the right of refusal to opt out of directory information disclosures to prevent a district from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled or to prevent a district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the district as directory information in the public notice provided under this section.

Former Students

A district may disclose directory information about former students without satisfying the public notice conditions above. However, the district must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt-out request.

Confirmation of Identity or Records

A district may not disclose or confirm directory information without meeting the written consent requirements in 34 C.F.R. 99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

34 C.F.R. 99.3, .37

Homeless Students

Information about a homeless child's living situation shall be treated as a student education record, and shall not be deemed to be directory information. *42 U.S.C. 11432(g)(3)(G)*

Directory Information Designation

A district may designate as directory information any or all information defined as directory information by FERPA. Directory information under that Act that is not designated by a district as directory information for that district is excepted from disclosure by the district under Government Code Chapter 552 (Public Information Act). [See GBA]

Directory information consented to by a parent for use only for a limited school-sponsored purpose, such as for a student directory, student yearbook, or district publication, if any such purpose has been designated by a district, remains otherwise confidential and may not be released under Government Code Chapter 552.

Annual Notice

A district shall provide the following to the parent of each district student, at the beginning of each school year or on enrollment of the student after the beginning of the school year:

1. A written explanation of the provisions of FERPA regarding the release of directory information about the student; and
2. Written notice of the right of the parent to object to the release of directory information about the student under FERPA.

Contents

The notice must contain:

1. The following statement in boldface type that is 14-point or larger: "Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. If you do not want [insert name of district] to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by [insert date]. [Insert name of district] has designated the following information as directory information: [Here the district must include any directory information it chooses to designate as directory information for the district, such as a student's name, address, telephone

listing, electronic mail address, photograph, degrees, honors, and awards received, date and place of birth, major field of study, dates of attendance, grade level, most recent education institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.]";

2. A form, such as a check-off list or similar mechanism, that:

   a. Immediately follows, on the same page or the next page, the required statement; and

   b. Allows a parent to record:

      (1) The parent's objection to the release of all directory information or one or more specific categories of directory information if district policy permits the parent to object to one or more specific categories of directory information;

      (2) The parent's objection to the release of a secondary student's name, address, and telephone number to a military recruiter or institution of higher education; and

      (3) The parent's consent to the release of one or more specific categories of directory information for a limited school-sponsored purpose if such purpose has been designated by the district and is specifically identified, such as for a student directory, student yearbook, or district publication; and

3. A statement that federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher education, on request, with the name, address, or telephone number of a secondary student unless the parent has advised the district that the parent does not want the student's information disclosed without the parent's prior written consent.

Education Code 26.013

Student Recruiting Information

Notwithstanding the Directory Information provisions above, each district receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) shall provide, on a request made by a military recruiter or an institution of higher education, access to secondary school students' names, addresses, and telephone listings unless a student's parent has submitted the prior consent request below.

Consent to Release

A student who has attained 18 years of age or a parent of a secondary school student may submit a written request to a district that the student's name, address, and telephone listing not be released for purposes described above without prior written consent. Upon receiving such request, a district may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent or student. A district shall notify parents of the option to make a request.

No Opt-In Process

Nothing in this provision shall be construed to allow a district to withhold access to a student's name, address, and telephone listing from a military recruiter or institution of higher education by implementing an opt-in process or any other process other than the written consent request process above.

20 U.S.C. 7908

A district shall:

1. Provide to military recruiters the same access to secondary school students as is provided generally to postsecondary educational institutions or to prospective employers of those students; and

2. Upon a request made by military recruiters for military recruiting purposes, provide access to secondary school student names, addresses, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available), and telephone listings, notwithstanding directory information requirements in FERPA [see above].

A district shall notify parents of their right to submit a request to the district that the student's name, address, electronic mail address, and telephone listing not be released.

10 U.S.C. 503(c)(1)(A)-(B) [See also GKC]

Videotapes and Recordings

For information about videotaping or audio recording a child, see FA.

My Texas Future Admissions Data Sharing

Except as provided below, before graduating from high school, each student must elect whether to opt in to allowing the Texas Higher Education Coordinating Board (THECB) to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admissions program established by the THECB.

A student is not required to elect whether to opt in if:

1. The student's parent submits a signed form indicating that the parent authorizes the student to decline to complete and submit information necessary to participate in the program;
2. The student signs and submits the form described above on the student's own behalf if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Family Code Chapter 31; or
3. A school counselor authorizes in writing the student to decline to complete and submit the information necessary to participate in the program.

A school district shall use a form adopted by the THECB, in consultation with TEA, to allow a student to opt out. The form shall provide the student or the student's parent, as applicable, the opportunity to elect whether to share the student's data or education records, as necessary, with institutions of higher education to facilitate the student's participation in the program. A district shall make the form available in English, Spanish, and any other language spoken by a majority of the students enrolled in a bilingual education or special language program under Education Code Chapter 29, Subchapter B in the district.

Education Code 28.0257

Records Requests Under Education Savings Account Program

On request by a parent participating in or who wishes to participate in the education savings account program established by Education Code Chapter 29, Subchapter J, a district that a child would otherwise attend shall provide a copy of the child's school records possessed by the district, if any, to the child's parent or, if applicable, the private school the child attends.

As necessary to verify a child's eligibility for the education savings account program, a district shall provide to a certified educational assistance organization, as defined by Education Code 29.351, any information available to the district requested by the organization regarding a child who participates or seeks to participate in the program, including information regarding the child's district enrollment status and whether the child can be counted toward a school district's average daily attendance for purposes of the allocation of funding under the Foundation School Program.

Education Code 29.369

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UIL Rules and District Policies

A student enrolled in a district or who participates in an extracurricular activity or a University Interscholastic League (UIL) competition is subject to district policy and UIL rules regarding participation only when the student is under the direct supervision of an employee of the school or district in which the student is enrolled or at any other time specified by resolution of a board. *Education Code 33.081(b)* [See FO regarding additional standards of conduct for extracurricular activities]

Athletic Activities

UIL Forms

Each student participating in an extracurricular athletic activity must complete the UIL forms entitled "Preparticipation Physical Evaluation — Medical History" and "Acknowledgement of Rules." Each form must be signed by both the student and the student's parent or guardian. *Education Code 33.203(a)*

Notices

Each school that offers an extracurricular athletic activity shall:

1. Prominently display at its administrative offices the telephone number and electronic mail address that the commissioner of education maintains for reporting violations of Education Code Chapter 33, Subchapter F; and
2. Provide each student participant and the student's parent or guardian a copy of the text of Education Code 33.201-33.207 and a copy of the UIL's parent information manual. The document may be provided in an electronic format unless otherwise requested.

Education Code 33.207(b), .208

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person enrolled in the district who is required to receive safety training.

A campus that is determined by the superintendent to be out of compliance with the safety training requirements or the requirements regarding unsafe practices and safety precautions (see below) shall be subject to the range of penalties determined by the UIL.

Education Code 33.206

Unsafe Practices

A coach, trainer, or sponsor for an extracurricular athletic activity may not encourage or permit a student participant to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student, including using a helmet or any other sports equipment as a weapon. *Education Code 33.204*

Safety Precautions

A coach, trainer, or sponsor for an extracurricular athletic activity shall at each athletic practice or competition ensure that:

1. Each student participant is adequately hydrated;
2. Any prescribed asthma medication for a student participant is readily available to the student;
3. Emergency lanes providing access to the practice or competition area are open and clear; and
4. Heatstroke prevention materials are readily available.

If a student participating in a practice or competition becomes unconscious during the activity, the student may not:

1. Return to the activity during which the student became unconscious; or
2. Participate in any extracurricular athletic activity until the student receives written authorization for such participation from a physician.

Education Code 33.205

Concussions

"Interscholastic athletic activity" includes practice and competition, sponsored or sanctioned by a district, including a home-rule district, or a public school, including any school for which a charter has been granted under Education Code Chapter 12, or the UIL. *Education Code 38.152*

"Concussion" means a complex pathophysiological process affecting the brain caused by a traumatic physical force or impact to the head or body, which may include temporary or prolonged altered brain function resulting in physical, cognitive, or emotional symptoms or altered sleep patterns, and involve loss of consciousness. *Education Code 38.151(4)*

Concussion Oversight Team

The board of a district with students enrolled who participate in an interscholastic athletic activity shall appoint or approve a concussion oversight team. *Education Code 38.153(a)*

Each concussion oversight team must include at least one physician and, to the greatest extent practicable, considering factors including the population of the metropolitan statistical area in which the district is located, district enrollment, and the availability of and access to licensed health-care professionals in the district or charter school area, must also include one or more of the following: an athletic trainer, an advanced practice nurse, a neuropsychologist, or a physician assistant. If a district employs an athletic trainer, the athletic trainer must be a member of the concussion oversight

team. If a district employs a school nurse, the school nurse may be a member of the district concussion oversight team if requested by the school nurse.

A district may include a licensed chiropractor or physical therapist as a member of the district concussion oversight team, provided that the person meets the training requirements.

Education Code 38.154

Training Requirements

Each member of the concussion oversight team must have had training in the evaluation, treatment, and oversight of concussions at the time of appointment or approval as a member of the team. The members also must take a training course at least once every two years and submit proof of timely completion to the superintendent or designee in accordance with Education Code 38.158. *Education Code 38.154(c), .158(f)*

A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. *Education Code 38.158(g)*

Return-to-Play Protocol

Each concussion oversight team shall establish a return-to-play protocol, based on peer-reviewed scientific evidence, for a student's return to interscholastic athletics practice or competition following the force or impact believed to have caused a concussion. *Education Code 38.153(b)*

Required Annual Form

A student may not participate in an interscholastic athletic activity for a school year until both the student and the student's parent or guardian or another person with legal authority to make medical decisions for the student have signed a form for that school year that acknowledges receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion. The form must be approved by the UIL. *Education Code 38.155*

Removal from Play

A student shall be removed from an interscholastic athletics practice or competition immediately if one of the following persons believes the student might have sustained a concussion during the practice or competition: a coach; a physician; a licensed health-care professional, as defined by Education Code 38.151(5); a licensed chiropractor or physical therapist; a school nurse; or the student's parent or guardian or another person with legal authority to make medical decisions for the student. *Education Code 38.156*

Return to Play

A student removed from an interscholastic athletics practice or competition under Education Code 38.156 may not be permitted to

practice or compete again following the force or impact believed to have caused the concussion until:

1. The student has been evaluated, using established medical protocols based on peer-reviewed scientific evidence, by a treating physician chosen by the student or the student's parent or guardian or another person with legal authority to make medical decisions for the student;

2. The student has successfully completed each requirement of the return-to-play protocol established under Education Code 38.153 necessary for the student to return to play;

3. The treating physician has provided a written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play; and

4. The student and the student's parent or guardian or another person with legal authority to make medical decisions for the student have acknowledged that the student has completed the requirements of the return-to-play protocol necessary for the student to return to play, have provided the treating physician's written statement to the person responsible for compliance with the return-to-play protocol and the person who has supervisory responsibilities, and have signed a consent form indicating that the person signing:

    a. Has been informed concerning and consents to the student participating in returning to play in accordance with the return-to-play protocol;

    b. Understands the risks associated with the student returning to play and will comply with any ongoing requirements in the return-to-play protocol;

    c. Consents to the disclosure to appropriate persons, consistent with the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191, of the treating physician's written statement and, if any, the return-to-play recommendations of the treating physician; and

    d. Understands the immunity provisions under Education Code 38.159.

A coach of an interscholastic athletics team may not authorize a student's return to play.

The superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play

protocol. The person who has supervisory responsibilities may not be a coach of an interscholastic athletics team.

Education Code 38.157

Immunity

These provisions do not:

1. Waive any immunity from liability of a district or of district officers or employees;
2. Create any liability for a cause of action against a district or against district officers or employees;
3. Waive any immunity from liability under Civil Practice and Remedies Code 74.151; or
4. Create any cause of action or liability for a member of a concussion oversight team arising from the injury or death of a student participating in an interscholastic athletics practice or competition, based on service or participation on the concussion oversight team.

Education Code 38.159

[For information regarding concussions sustained in an activity other than an interscholastic athletic activity or for academic accommodations available to students with a concussion, see FFAC.]

Football Helmet Safety Requirements

A district may not use a football helmet that is 16 years old or older in the district's football program. A district shall ensure that each football helmet used in the district's football program that is 10 years old or older is reconditioned at least once every two years.

A district shall maintain and make available to parents of students enrolled in the district documentation indicating the age of each football helmet used in the district's football program and the dates on which each helmet is reconditioned.

Education Code 33.094(a)-(c)

Steroid Testing

The UIL shall adopt rules for the annual administration of a steroid testing program under which high school students participating in an athletic competition sponsored or sanctioned by the league are tested at multiple times throughout the year for the presence of steroids [see FNF].

Results of such steroid tests are confidential and, unless required by court order, may be disclosed only to the student and the student's parent and the activity directors, principal, and assistant principals of the school attended by the student.

Education Code 33.091(d)-(e)

Cardiac Assessment

A district must provide a district student who is required under UIL rule or policy to receive a physical examination before being allowed to participate in an athletic activity sponsored or sanctioned by the UIL, information about sudden cardiac arrest and electrocardiogram testing and notification of the option of the student to request the administration of an electrocardiogram, in addition to the physical examination.

A student may request an electrocardiogram from any health-care professional, including a health-care professional provided through a district program, provided that the health-care professional is appropriately licensed in Texas and authorized to administer and interpret electrocardiograms under the health-care professional's scope of practice, as establish by the health-care professional's Texas licensing act.

Immunity

These provisions do not create a cause of action or liability or a standard of care, obligation, or duty that provides a basis for a cause of action or liability against a health-care professional described in the provision, the UIL, a district, or a district officer or employee for:

1. The injury or death of a student participating in or practicing for an athletic activity sponsored or sanctioned by the UIL based on or in connection with the administration or interpretation of or reliance on an electrocardiogram; or
2. The content or distribution of the information required under these provisions or the failure to distribute the required information.

Education Code 33.096

Safety of Official

A district that holds an extracurricular athletic activity or a UIL athletic competition on district property shall provide a peace officer, a school resource officer, an administrator, or security personnel to ensure the safety of a referee, judge, or other official of the activity or competition until the official departs district property if:

1. A participant or spectator of the activity or competition engages in, attempts to engage in, or threatens violent conduct against the official or otherwise disrupts the duties or free movement of the official; or
2. The district reasonably suspects that an incident described above may occur at the activity or competition.

Education Code 33.099

[For information regarding the suspension of an individual who causes bodily injury to an official, see Suspension for Certain Conduct Involving Extracurricular Officials and Spectator Suspension, below.]

Interscholastic Athletic Competition Based on Biological Sex

An interscholastic athletic team sponsored or authorized by a district may not allow a student to compete in an interscholastic athletic competition sponsored or authorized by the district that is designated for the biological sex opposite to the student's biological sex as correctly stated on the student's official birth certificate, as described below, or if the student's official birth certificate is unobtainable, another government record.

Exception

An interscholastic athletic team sponsored or authorized by a district may allow a female student to compete in an interscholastic athletic competition that is designated for male students if a corresponding interscholastic athletic competition designated for female students is not offered or available.

Birth Certificate Statement

For purposes of this provision, a statement of a student's biological sex on the student's official birth certificate is considered to have correctly stated the student's biological sex only if the statement was entered at or near the time of the student's birth or modified to correct any type of scrivener or clerical error in the student's biological sex.

Education Code 33.0834

Water Activities

Definitions

“Body of water” means an artificial or natural body of water, including a swimming pool, lake, or river, typically used for recreational swimming, bathing, or play. The term does not include a wading pool.

“Child” means an individual younger than 12 years of age.

“Organized water activity” means an activity an organization conducts in which a participant will enter or travel on a body of water as part of the activity.

“Wading pool” means a pool, including a pool that contains a public interactive water feature and fountain as defined by department rule, with a maximum water depth of not more than 18 inches.

Parent Affirmation

An organization, including a school, that authorizes a child to engage in an organized water activity shall require the child’s parent or legal guardian to affirm in writing whether the child is able to swim or is at risk of injury or death when swimming or otherwise accessing a body of water.

Flotation Device Required	The organization shall provide to each child who is unable to swim or is at risk of injury or death when swimming or otherwise entering a body of water a properly fitted and fastened Type I, II, or III United States Coast Guard approved personal flotation device or a device the executive commissioner of Texas Health and Human Services determines is equivalent. The organization shall ensure the child is wearing the personal flotation device and the device is properly fitted and fastened for the child. The organization is not required to provide a child with a flotation device or ensure the child is wearing the device if the child is actively participating in swim instruction or a competition and the organization ensures each child participating in the instruction or a competition is closely supervised during the instruction or competition.
Failure to Comply	An organization that violates this provision or rules adopted under this provision is subject to disciplinary action. *Health and Safety Code 341.0646(a)-(e)*
Rodeos	This section applies only to a primary or secondary school that sponsors, promotes, or otherwise is associated with a rodeo in which children who attend the school are likely to participate. “Rodeo” means an exhibition or competition, without regard to whether the participants are compensated, involving activities related to cowboy skills, including: 1. Riding a horse, with or without a saddle, with the goal of remaining on the horse while it attempts to throw off the rider; 2. Riding a bull; 3. Roping an animal, including roping as part of a team; 4. Wrestling a steer; and 5. Riding a horse in a pattern around preset barrels or other obstacles.
Educational Program	A primary or secondary school to which this section applies shall, before the first rodeo associated with the school in each school year, conduct a mandatory educational program on safety, including the proper use of protective gear, for children planning to participate in the rodeo, in accordance with 25 Administrative Code 104.4. The educational program may consist of an instructional video, subject to the Department of State Health Services approval.

Restriction on Participation

A child may not participate in a rodeo associated with the child's school during a school year unless the child has completed the educational program not more than one year before the first day of the rodeo.

Protective Gear for Bull Riding

A child may not engage in bull riding, including engaging in bull riding outside a rodeo for the purpose of practicing bull riding, unless the child is wearing a protective vest and bull riding helmet in accordance with 25 Administrative Code 104.3.

Health and Safety Code 768.001(6), .003; 25 TAC 104.2-.4

Eligibility

A student otherwise eligible to participate in an extracurricular activity or a UIL competition is not ineligible because the student is enrolled in a course offered for joint high school and college credit, or in a course offered under a concurrent enrollment program, regardless of the location at which the course is provided. *Education Code 33.087*

Military Dependents

The district shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified. *Education Code 162.002 art. VI, § B* [See FDD]

Attendance and Participation

The State Board of Education (SBOE) by rule shall limit participation in and practice for extracurricular activities during the school day and the school week.

The board of a district may adopt a policy establishing the number of times a student who is otherwise eligible to participate in an extracurricular activity may be absent from class to participate in an extracurricular activity sponsored or sanctioned by the district, UIL, or an organization sanctioned by board resolution. The policy must permit a student to be absent from class at least 10 times during the school year, and the policy prevails over any conflicting policy adopted by the SBOE.

Education Code 33.081(a), .0811

SBOE Rules

The following provisions apply to any UIL activity.

Other organizations requiring student participation that causes a student to miss a class may request sanction from a board. If sanctioned by resolution of the board, student participation in the organization's activities shall be subject to all provisions of statute and to 19 Administration Code 76.1001. If a board does not grant sanction, any absences incurred by a student while participating with that organization's activities shall be subject to the attendance provisions of the Education Code. *19 TAC 76.1001(f)* [See FEB]

Extracurricular Activities

An extracurricular activity is an activity sponsored by the UIL, a board, or an organization sanctioned by board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum.

Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy if any one of the following criteria applies:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered extracurricular;
3. The activity is held off-campus, except in a case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

Exceptions

Public Performances

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance if:

1. The general public is invited; and
2. The requirement for student participation in public is stated in the essential knowledge and skills of the course.

State-Approved Music Courses

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, may perform with the ensemble during the UIL evaluation performance.

19 TAC 76.1001(a)

Limits on Participation and Practice

During the School Week

Limitations on practice, rehearsal, and student participation during the school week shall be as follows:

1. For any given extracurricular activity, a student may not participate in more than two activities per school week, excluding holidays, except as provided in item 2, below.
2. A student may also participate in a tournament or post-district contest, as well as a contest postponed by weather or public disaster that may determine advancement to a post-district level of competition.

3. For each extracurricular activity, a district must limit students to a maximum of eight hours of practice and rehearsal outside the school day per school week.

4. The commissioner recommends that districts avoid scheduling extracurricular activities or public performances on the day or evening immediately preceding the day on which the statewide student assessment program is scheduled for grades 3-11.

19 TAC 76.1001(d); Education Code 33.081(a)

During the School Day

Limitations on practice and rehearsal during the school day shall be as follows:

1. A district must limit a student to one period of practice during the regularly scheduled school day for practice of extracurricular activities, such as athletics, drill team, or cheerleading.

2. The limit in item 1 does not prohibit a student from enrolling in any state-approved class. A student who is enrolled in a state-approved class that includes essential knowledge and skills that relate to the preparation for an extracurricular activity may practice that extracurricular activity for no more than one period during the school day.

3. A student may not be permitted to miss a scheduled academic class to practice for an unrelated extracurricular activity.

4. A district must limit extracurricular practice during the school day to ensure that class periods for extracurricular practice do not exceed the time allotted for other class periods.

5. Regardless of the schedule type in place (traditional or nontraditional), a school may elect to practice extracurricular activities daily, provided the total minutes allowed for the extracurricular practice is not greater than 300 minutes during the school week.

19 TAC 76.1001(e); Education Code 33.081(a)

Record of Absences

A district shall maintain an accurate record of extracurricular absences for each student in the district each school year. *19 TAC 76.1001(c)*

Students Receiving Outpatient Mental Health Services

A district may not adopt or enforce policies that restrict participation in UIL activities by a student who receives outpatient mental health services from a mental health facility and is enrolled in the district or otherwise receives public education services from a district based solely on the student's receipt of outpatient mental health

services from a mental health facility or the student's absence during instructional time while receiving outpatient mental health services from a mental health facility.

This provision does not exempt a student to whom this section applies from any eligibility requirement for participation in UIL activities other than an eligibility requirement based solely on the criteria of receipt of outpatient mental health services from a mental health facility.

Education Code 33.0833(c)-(d)

Participation by Homeschooled Students

Except as provided below, a public school that participates in an activity sponsored by UIL shall provide a non-enrolled student, who otherwise meets UIL eligibility standards to represent that school in a UIL activity, with the opportunity to participate in the activity on behalf of the school in the same manner that the school provides the opportunity to participate to students enrolled in the school.

Not later than the date specified under UIL rule, the board may adopt a policy declining to grant non-enrolled students the opportunity to participate in UIL activities.

"Non-enrolled student" means a student who receives instruction as a homeschooled student as described by Education Code 29.916(a)(1) from a nonpublic school [see EK].

[For requirements specific to participation in Junior Reserve Officers' Training Corps by homeschooled students, see EEL.]

Relevant Policies

A non-enrolled student who seeks to participate or participates in a UIL activity on behalf of a school is subject to the following relevant policies that apply to students enrolled in the school:

1. Registration for UIL activities;
2. Age eligibility;
3. Fees;
4. Insurance;
5. Transportation;
6. Physical condition;
7. Qualifications;
8. Responsibilities;
9. Event schedules;
10. Standards of behavior; and

11. Performance.

Residency Requirements

Except as provided below, a non-enrolled student may only participate in a UIL activity for the school in the district that the student would be eligible to attend based on the student's residential address. A non-enrolled student who seeks to participate in a UIL activity on behalf of a school shall be required to establish minimum proof of residency acceptable to the district in the same manner as an applicant to attend a school in the district under Education Code 25.001 [see FD].

If the school that a non-enrolled student would be eligible to attend is subject to a policy declining to grant non-enrolled students the opportunity to participate in UIL activities, the student may participate in a UIL activity for the closest school, based on geographic proximity to the student's residential address, that is not subject to such a policy.

Academic Requirements

The parent or person standing in parental relation to a non-enrolled student is responsible for oversight of academic standards relating to the student's participation in a UIL activity. As a condition of eligibility to participate in a UIL activity during the first six weeks of a school year, a non-enrolled student must demonstrate grade-level academic proficiency on any nationally recognized, norm-referenced assessment instrument, such as the Iowa Test of Basic Skills, Stanford Achievement Test, California Achievement Test, or Comprehensive Test of Basic Skills. A non-enrolled student demonstrates the required academic proficiency by achieving a composite, core, or survey score that is within the average or higher than average range of scores, as established by the applicable testing service. A district shall accept assessment results administered or reported by a third party.

A non-enrolled student's demonstration of academic proficiency is sufficient for the school year in which the student achieves the required score and the subsequent school year.

After the first six weeks of a school year, the parent or person standing in parental relation to a non-enrolled student participating in a UIL activity on behalf of a public school must periodically, in accordance with the school's grading calendar, provide written verification to the school indicating that the student is receiving a passing grade in each course or subject being taught.

Previous Enrollment in Public School

A non-enrolled student is not authorized by this section to participate in a UIL activity during the remainder of any school year during which the student was previously enrolled in a public school.

Prohibitions

With respect to a non-enrolled student's education program, nothing in these provisions shall be construed to permit an agency of this state, a public school district, or any other governmental body to exercise control, regulatory authority, or supervision over a non-enrolled student or a parent or person standing in parental relation to a non-enrolled student beyond the control, regulatory authority, or supervision required to participate in a UIL activity.

Subject only to eligibility requirements, the curriculum or assessment requirements, performance standards, practices, or creed of the education program provided to a non-enrolled student may not be required to be changed in order for the non-enrolled student to participate in a UIL activity. Subject only to eligibility requirements, for a non-enrolled student participating in an education program on January 1, 2021, the education program provided to that student may not be required to comply with any state law or agency rule relating to that education program unless the law or rule was in effect on January 1, 2021.

UIL Classification

When assigning league classification to a public school based on student enrollment, the UIL must use the same student enrollment calculation formula for a school that allows a non-enrolled student to participate in a league activity as the formula used to determine the student enrollment of a school that does not allow a nonenrolled student to participate in the league activity.

Education Code 33.0832

UIL Allotment

For each nonenrolled student who participates in a UIL activity for a school in a district that allows participation of nonenrolled students, the district is entitled to an annual allotment of $1,500 per UIL activity in which the nonenrolled student participates. *Education Code 48.305*

Definitions

“Activity season” means the period established by a school or the UIL in which practices, rehearsals, and interschool competitions or contests take place.

“Nonenrolled student” means a student who predominantly receives instruction in a general elementary or secondary education program that is provided by the parent, or a person standing in parental authority, in or through the child’s home. This may include a student who is designated as enrolled, not in membership.

“Participation” means the active involvement of a student in a minimum of 75 percent of a combined total of practices, rehearsals, or preparation activities and associated competitions and contests, including selection as an alternate, for a specific UIL activity.

"University Interscholastic League or UIL activity" means any official UIL activity identified in the UIL Constitution and Contest Rules, not including pilot activities.

UIL activities shall:

1. Be overseen by a school district-approved coach or sponsor;
2. Provide for a minimum of four weeks of coach- or sponsor-led practice, rehearsal, or preparation specific to the activity within the designated activity season; and
3. Provide opportunities for students to take part in formal, interschool competitions or contests in the associated activity during the designated activity season.

A district may still receive the allotment if a student began the activity season without injury or illness and later experienced an injury or prolonged illness that prevented participation.

For audit purposes, a district shall maintain documentation to support the requirements of this provision.

A district will be provided with estimated funding during a school year for nonenrolled students in accordance with 19 Administrative Code 105.1031(g).

19 TAC 105.1031

Suspension from Extracurricular Activities

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by a district or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below at Exempt Courses.

Length of Suspension

A suspension continues for at least three school weeks and is not removed during the school year until the conditions of Reinstatement, described below, are met. A suspension shall not last beyond the end of a school year.

Grade Evaluation Period

"Grade evaluation period" means:

1. The six-week grade reporting period; or
2. The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.

Education Code 33.081(c)

School Week

The school week is defined as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of

instruction on the last instructional day of the calendar week, excluding holidays. *19 TAC 76.1001(b)*

Exempt Courses

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. *Education Code 33.081(d-1)*

Honors classes for purposes of eligibility to participate in extracurricular activities are listed at 19 Administrative Code 74.30(a).

Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, or a language other than English for the purposes of extracurricular eligibility but must identify such courses before the semester in which any exemptions related to extracurricular activities occur.

Districts are neither required to nor restricted from considering courses as honors for the purpose of grade point average calculation.

19 TAC 74.30

Students with Disabilities

In the case of a student with a disability that significantly interferes with the student's ability to meet regular academic standards, suspension must be based on the student's failure to meet the requirements of the student's individualized education program (IEP). The determination of whether the disability substantially interferes with the student's ability to meet the requirements of the student's IEP must be made by the admission, review, and dismissal (ARD) committee.

For the purposes of this provision, "student with a disability" means a student who is eligible for a district's special education program under Education Code 29.003(b).

Education Code 33.081(e)

Practice or Rehearsal

A student suspended under Education Code 33.081 may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. This provision does not apply to a student prohibited from participation for certain conduct involving extracurricular officials [see below]. *Education Code 33.081(f)*

Reinstatement

Until the suspension is removed or the school year ends, a district shall review the grades of a student at the end of each three-week period following the date on which the suspension began. At the

time of a review, the suspension is removed if the student's grade in each class, other than a course described above at Exempt Courses, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades. *Education Code 33.081(d)*

Suspension for Certain Conduct Involving Extracurricular Officials

A student who is enrolled in a district in Texas or who participates in a UIL competition shall be prohibited from participation in any future extracurricular activity sponsored or sanctioned by the district or the UIL if the state executive committee of the league determines that the student intentionally, knowingly, or recklessly causes bodily injury to a person serving as referee, judge, or other official of an extracurricular activity in retaliation for or as a result of the person's actions taken in performing the duties of a referee, judge, or other official of the extracurricular activity.

Reinstatement After Conduct

A student prohibited from participation may submit to the UIL a request that the student be permitted to participate in future extracurricular activities sponsored or sanctioned by the UIL. The request must be submitted at least one year after the date the student engaged in the conduct that resulted in the prohibition if the student was enrolled in eighth grade or below at the time of the conduct or two years after the date the student engaged in the conduct that resulted in the prohibition if the student was enrolled in ninth grade or above at the time of the conduct.

Education Code 33.081(e-1)-(e-2)

Spectator Suspension

A district shall prohibit a spectator of an extracurricular athletic activity or competition, including a parent or guardian of a student participant, from attending any future extracurricular athletic activity or competition sponsored or sanctioned by the district or the UIL if the spectator engages in conduct that intentionally, knowingly, or recklessly causes bodily injury to a person serving as referee, judge, or other official of an extracurricular athletic activity or competition in retaliation for or as a result of the person's actions taken in performing the duties of a referee, judge, or other official of the extracurricular athletic activity or competition.

A district may establish an appeals process by which a person may appeal the prohibition to the district and the district may determine the facts associated with the conduct for which the district imposed the prohibition.

A prohibition imposed under this provision must be for not less than one year after the date on which the prohibition is imposed

but may not exceed five years from the date on which the prohibition is imposed.

Education Code 33.081(f-1)-(f-3)

Parental Notice and Consent

A parent is entitled to full information regarding the school activities of a parent's child except as provided by Education Code 38.004 (child abuse investigations). *Education Code 26.008(a)(1)*

Anonymous Evaluations

Anonymous evaluations of a student that determine whether the student may participate in a school-related program do not provide full information about the student's school activities. A district may by policy establish the parameters for parental contact with evaluating teachers, taking into account the type of evaluation, the information elicited in the evaluation, and scheduling and workload requirements of the teachers. *Byard v. Clear Creek Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 020-R5-1001 (June 17, 2002)*

Videotaping and Recording

A district employee or contractor is not required to obtain the consent of a child's parent before the employee or contractor may videotape the child or record the child's voice if the videotape or recording is to be used only for a purpose related to a cocurricular or extracurricular activity. *Education Code 26.009(b)(2)*

Discriminatory Club

An extracurricular activity sponsored or sanctioned by a district, including an athletic event or an athletic team practice, may not take place at an athletic club located in the United States that denies any person full and equal enjoyment of equipment or facilities provided by the athletic club because of the person's race, color, religion, creed, national origin, or sex.

"Athletic club" means an entity that provides sports or exercise equipment or facilities to its customers or members or to the guests of its customers or members.

Education Code 33.082

Special Olympics Recognition

If a district allows high school students to earn a letter for academic, athletic, or extracurricular achievements, the district must allow high school students to earn a letter on the basis of a student's participation in a Special Olympics event. *Education Code 33.093*

Student Election Clerks

Unless applied toward instructional requirements [see EIA], a student who is appointed as a student election clerk under Election Code 32.0511 or as a student early voting clerk under Election Code 83.012, may apply the time served toward a service requirement for participation in a school-sponsored extracurricular activity at the discretion of the school sponsor. *Education Code 33.092*

Before-School and After-School Programs

The board may establish before-school or after-school programs for students enrolled in elementary or middle school grades. A program established under this section may operate before, after, or before and after school hours.

A student is eligible to participate in the district's before-school or after-school program if the student is enrolled in a public or private school or resides within the boundaries of the district.

A district shall conduct a request for proposals procurement process to enable the district to determine if contracting with a child-care facility that provides a before-school or after-school program, as defined by Human Resources Code 42.002, to provide the district's before-school or after-school program would serve the district's best interests. Following the request for proposals procurement process, the district may enter into a contract with a child-care facility or implement a before-school or after-school program operated by the district. If the district enters into a contract with a child-care facility, the contract must comply with the requirements of Education Code 44.031 and may not exceed a term of three years.

The board may adopt rules in accordance with Education Code 11.165 [see BAA] to provide access to school campuses before or after school hours for the purpose of providing a before-school or after-school program.

Education Code 33.9031

Equal Access Act

If a district secondary school receives federal financial assistance and has a limited open forum, as defined below, it shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. *20 U.S.C. 4071(a)*

Limited Open Forum in Secondary Schools

A district secondary school has a limited open forum for purposes of the Equal Access Act whenever the school grants an offering to or an opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time. *20 U.S.C. 4071(b)*

"Secondary school" means a public school that provides secondary education as determined by state law.

"Meeting" includes those activities of student groups that are permitted under a school's limited open forum and that are not directly related to the school curriculum.

"Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

20 U.S.C. 4072(1), (3)–(4)

"Noncurriculum-related student group" means any student group that does not directly relate to the body of courses offered by the school. A student group directly relates to the school's curriculum if it meets any of the following criteria:

1. The subject matter of the group is actually taught or will soon be taught in a regularly offered course.
2. The subject matter of the group concerns the body of courses as a whole.
3. Participation in the group is required for a particular course.
4. Participation in the group results in academic credit.

Westside Cmty. Sch. v. Mergens, 496 U.S. 226 (1990)

If a school has a limited open forum, it shall be deemed to offer a fair opportunity for students to conduct meetings within its forum if it uniformly provides that:

1. The meeting is voluntary and student-initiated.
2. There is no sponsorship of the meeting by the school or any government or its agents or employees. "Sponsorship" includes the act of promoting, leading, and participating in a

meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

3. School employees are present at religious meetings only in a nonparticipatory capacity.

4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.

5. Nonschool persons shall not direct, conduct, control, or regularly attend activities of student groups.

20 U.S.C. 4071(c), 4072(2)

The establishment of a limited open forum shall not authorize a school or district to:

1. Influence the form or content of any prayer or other religious activity.

2. Require any person to participate in prayer or other religious activity.

3. Expend public funds beyond the incidental cost of providing the space for student-initiated meetings.

4. Compel any school agent or employee to attend a meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee.

5. Sanction meetings that are otherwise unlawful.

6. Limit the rights of groups of students that are not of a specified numerical size.

7. Abridge the constitutional rights of any person.

20 U.S.C. 4071(d)

Maintain Order

The establishment of a limited open forum shall not limit the authority of a school, a district, its agents, or its employees to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary. *20 U.S.C. 4071(f)*

Religious Groups and Activities

Students may organize prayer groups, religious clubs, “see you at the pole” gatherings, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Religious groups must be given the same access to school facilities for

assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression.

If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of the groups, the district may not discriminate against groups that meet for prayer or other religious speech.

The district may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Education Code 25.154

[For information on student expression of religious viewpoints, see FNA]

Student Clubs

Except as provided below, a school district may authorize or sponsor a student club.

A district may not authorize or sponsor a student club based on sexual orientation or gender identity.

A district must require the written consent of the parent of a student enrolled in the district before the student may participate in a student club authorized or sponsored at the district or school.

Education Code 33.0815

Note to administrator: The District may provide this sample notice to a student or parent who has attempted to informally resolve a complaint with the District but has not reached a resolution. The student or parent has 30 calendar days to file a grievance from the date on which the District provides information on how to file a grievance.

Exhibit A — Notice to Parent or Guardian for Filing a Grievance

_____ *(date)*

Dear parent or guardian:

The Board of _____ School District encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

In accordance with state law, the Board has adopted a policy to allow 60 calendar days for a student or parent to file a grievance from the date the student or parent first knew, or with reasonable diligence, should have known, of the decision or action giving rise to the complaint or grievance. However, if the student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent has the later of 90 calendar days to file a complaint from the date determined above or 30 calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file the grievance.

Because a resolution has not been reached through the informal process, this letter serves as the notice described above and an invitation to initiate the formal complaint process. Therefore, you or your student have until _____ *(date),* 30 calendar days from today, to file a grievance.

The written complaint form shall be filed with the lowest-level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level 1 complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator. If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

Even after initiating the formal complaint process, the complainant is encouraged to seek an informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

If you have any questions about this notice, please call _____ *(name of District administrator)* at _____ *(telephone number)*. See policy FNG(LOCAL).

Sincerely,

_____, Superintendent

Exhibit B — Student/Parent Complaint Form — Level One

Note: Informal resolution is encouraged but does not extend any deadlines in FNG(LOCAL), except by mutual written consent. Please use this form to file a formal, initial complaint in accordance with FNG(LOCAL), regardless of the level of administrator or hearing that may be designated by the District to respond to the complaint.

This form is required to initiate any student and parent complaint, regardless of the level at which the complaint begins.

A complaint form that is incomplete in any material way may be refiled with the District upon completion if the refiling is within the designated time for filing a complaint.

Attach to this form any documents you believe will support the complaint. If you do not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, you may supplement the record with additional documents or include additional claims. Please keep a copy of the completed form and any supporting documentation for your records.

Please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the appropriate administrator within the time established in FNG(LOCAL). All complaints will be heard in accordance with FNG(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint unless the complaint is resolved before reaching the Board. [See GKA]

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Campus: _____

If you will be represented in presenting your complaint, please identify the person representing you.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Please describe the decision or circumstances causing your complaint. *(Give specific, factual details.)*

What was the date of the decision or circumstances causing your complaint?

Please explain how you have been harmed by this decision or circumstance.

Please describe any efforts you have made to resolve your concerns and the responses to your efforts. Please include dates of communication and whom you communicated with regarding your concerns.

Please describe the outcome or remedy you seek for this complaint.

Student's or parent's signature: _____

Signature of student's or parent's representative: _____

Date of filing: _____

Exhibit C — Response to Level One Complaint

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having considered the complaint at our Level One conference on _____ *(date)*, I have decided on the following response:

[Note: When preparing the letter, include only <u>one</u> of the following choices.]

For the following reasons, I am unable to provide the remedy you seek:

_____

_____

OR

I will take the following actions to grant the remedy you seek for your complaint:

_____

_____

OR

For the following reasons, I am unable to provide the full remedy you seek for your complaint:

_____

_____

I will take the following actions to provide a partial remedy:

_____

_____

The following documents support this decision:

_____

_____

_____ *(signature of principal or other appropriate administrator)*

Complainant, please note:

To appeal this response, you must file a written notice of appeal with the appropriate administrator within the time limits set in FNG(LOCAL). The necessary appeal forms are available on the District's website at _____ *(insert URL)*. If you have any questions, please contact _____ *(insert position title)*.

Exhibit D — Level Two Appeal Notice

To appeal a Level One decision, or the lack of a timely response after a Level One conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the Superintendent or designee within the time established in FNG(LOCAL). Appeals will be heard in accordance with FNG(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint unless the complaint is resolved before reaching the Board. [See GKA]

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Campus: _____

If you will be represented in presenting your appeal, please identify the person representing you.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Who held the Level One conference? _____

Date of conference: _____

Date you received a response to the Level One conference: _____

Please explain specifically how you disagree with the outcome at Level One.

_____

_____

Student's or parent's signature: _____

Signature of student's or parent's representative: _____

Date of filing: _____

Complainant, please note:

If you are initiating a formal complaint with the District, please use Exhibit B — Student/Parent Complaint Form — Level One. The appropriate level administrator or level hearing will be designated to respond to the complaint in accordance with this policy.

A complaint or appeal form that is incomplete in any material way may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing a complaint or appeal.

Exhibit E — Response to Level Two Appeal

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having considered the Level Two appeal on _____ *(date)*, I have decided on the following response:

[Note: When preparing the letter, include only <u>one</u> of the following choices.]

For the following reasons, I am unable to grant your appeal:

_____

_____

I will uphold the decision made at Level One by _____ *(name)* and communicated to you in the Level One response.

OR

For the following reasons, I wish to grant your appeal:

_____

_____

I have instructed _____ *(name)* to find a resolution in keeping with the remedy you seek.

OR

For the following reasons, I am unable to fully grant your appeal:

_____

_____

I have instructed _____ *(name)* to take the following actions as a partial remedy to your complaint:

_____

_____

The following documents support this decision:

_____

_____

_____

_____, Superintendent *(or designee)*

Complainant, please note:

To appeal this response, you must file a written notice of appeal with the appropriate administrator within the time limits set in FNG(LOCAL). The necessary appeal forms are available on the District's website at _____ *(insert URL)*. If you have any questions, please contact _____ *(insert position title)*.

Exhibit F — Level Three Appeal Notice

To appeal a Level Two decision, or the lack of a timely response after a Level Two conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the Superintendent or designee within the time established in FNG(LOCAL). Appeals will be heard in accordance with FNG(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint unless the complaint is resolved before reaching the Board. [See GKA]

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Campus: _____

If you will be represented in presenting your appeal, please identify the person representing you.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Who held the Level Two conference? _____

Date of conference: _____

Date you received a response to the Level Two conference: _____

Please explain specifically how you disagree with the outcome at Level Two.

_____

_____

Do you want the Board to hear this appeal in open session?

☐ No

☐ Yes

If yes, the Board will consider your request; however, you may not have a legal right under the Texas Open Meetings Act to require a meeting in open session.

Attach a copy of the Level Two response being appealed, if applicable.

Student's or parent's signature: _____

Signature of student's or parent's representative: _____

Date of filing: _____

Exhibit G — Board's Response to Level Three Appeal

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having heard the presentation of your appeal at Level Three, the Board took the following action at its meeting on _____ *(date)*:

[Note: When preparing the letter or announcing the decision at the Board meeting, include only <u>one</u> of the following choices.]

For the following reasons, we have denied the appeal and have upheld the decision made by the Superintendent (or designee) at Level Two:

_____

_____

_____

OR

For the following reasons, we have granted the appeal and have instructed the Superintendent to find a resolution in keeping with the remedy you seek:

_____

_____

_____

OR

For the following reasons, we have partially denied and partially granted the appeal:

_____

_____

_____

We have instructed the Superintendent as follows:

_____

_____

_____

The following documents support this decision:

_____

_____

_____

Pursuant to Education Code 7.057(a), a person may appeal in writing to the commissioner if the person is aggrieved by actions or decisions of the Board that violate the law or a provision of a written employment contract if a violation causes or would cause monetary harm to the employee. This section does not apply to Subchapter G, Chapter 21, or a student disciplinary action under Chapter 37.

Parents, students, or educators who have completed the grievance process and received the Board's final decision may file an appeal of the Board's final decision to the Commissioner of Education.

The only document required to file an appeal is the Petition for Review. Pursuant to Administrative Code 157.1049, a Petition for Review must be filed within 45 calendar days after the decision complained of is first communicated to the filing party.

The Petition for Review must be filed with TEA's Division of Hearings & Appeals (160), by electronic filing system, email to HearingsandAppeals@tea.texas.gov, mail or hand delivery to 1701 N. Congress Ave., Austin, Texas 78701, or facsimile (fax) to (512) 475-3662. Please see TEA's website for more information on grievance appeals.

Sincerely,

_____, President of the Board of Trustees

_____ School District

United States Constitution

A district shall take no action abridging the freedom of speech or the right of the people to petition the board for redress of grievances. *U.S. Const. Amend. I, XIV* [See FNA]

A board may confine its meetings to specified subject matter and may hold nonpublic sessions to transact business. But when a board sits in public meetings to conduct public business and hear the views of citizens, it may not discriminate between speakers on the basis of the content of their speech or the message it conveys. *Rosenberger v. Rector & Visitors of Univ. of Virginia, 515 U.S. 819, 828 (1995); City of Madison v. Wis. Emp. Rel. Comm'n, 429 U.S. 167, 174 (1976); Pickering v. Bd. of Educ., 391 U.S. 563, 568 (1968)*

Texas Constitution

Citizens shall have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. *Tex. Const. Art. I, Sec. 27*

There is no requirement that a board negotiate or even respond to complaints. However, a board must stop, look, and listen and must consider the petition, address, or remonstrance. *Prof'l Ass'n of College Educators v. El Paso County Cmty. [College] Dist., 678 S.W.2d 94 (Tex. App.—El Paso 1984, writ ref'd n.r.e.)*

Federal Laws

Section 504

A district that receives federal financial assistance, directly or indirectly, and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. *34 C.F.R. 104.7(b)*

Americans with Disabilities Act

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Code of Federal Regulations, Title 28, Part 35 (Americans with Disabilities Act regulations). *28 C.F.R. 35.107*

Title IX

A district that receives federal financial assistance, directly or indirectly, must adopt and publish grievance procedures providing for prompt and equitable resolution of student complaints alleging any action prohibited by Title IX of the Education Amendments of 1972. *34 C.F.R. 106.8(c)* [See FB and FFH]

Grievances

A board shall provide for procedures to consider complaints that a parent's right has been denied. *Education Code 26.001(d)(1)*

A board shall adopt a grievance procedure that complies with Education Code Chapter 26A under which the board shall address

each grievance that it receives concerning a violation of a right guaranteed by Education Code Chapter 26 (Parental Rights), of a board policy, or of a provision of Education Code Title II.

Exceptions

The board is not required by the provision above or Education Code 11.1511(b)(13) (requiring adoption of a process to hear complaints) to address a grievance concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by Education Code Chapter 26, of a board policy, or of a provision of Education Code Title II. This provision does not affect a claim brought by a parent under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) or a successor federal statute addressing special education services for a child with a disability.

Notice to Teacher or Employee

The grievance procedure must require that, for a complaint filed against a teacher or other employee, the school district provide notice of the complaint to the teacher or employee against whom the complaint was filed and sufficient opportunity for the teacher or employee against whom the complaint was filed to submit a written response to the complaint to be included in the record.

Education Code 26.011

Grievance Policy

The board shall adopt a grievance policy to address grievances received by the district. *Education Code 26A.001(a)*

Levels of Review

The policy must provide for the following levels of review, except as provided below:

1. Review by the principal of the district campus at which the grievance is filed or the principal's designee or, for a grievance that arises from subject matter unrelated to a campus, an administrator at the school district's central office;
2. If established by the policy, an appeal to an administrator at the school district's central office;
3. An appeal to the superintendent of the school district or the superintendent's designee; and
4. An appeal to the board of trustees of the school district.

A review or appeal on a grievance must be conducted by a person with the authority to address the grievance unless a preliminary hearing is necessary to develop a record or a recommendation for the board of trustees of the school district.

[For requirements for determining level of review related to recusal of a district employee or board member, see General Requirements, below.]

Education Code 26A.001(b), (c)

General Requirements

The policy must:

1. Prohibit the board or a district employee from retaliating against a student or parent of a student who files a grievance in accordance with the policy;
2. Require a person involved in reviewing a grievance under the policy to recuse himself or herself from reviewing the grievance if the person is the subject of the grievance;
3. Provide for a higher level of review if the person who would otherwise review the grievance is required to recuse himself or herself;
4. Provide for the creation and retention of a record of each hearing on the grievance, including documents submitted by the person who filed the grievance or determined relevant by school district personnel and a written record of the decision, including an explanation of the basis for the decision and an indication of each document that supports the decision;
5. Allow the person who filed the grievance to supplement the record with additional documents or add additional claims;
6. Allow for a member of the board to file a grievance with the district, but prohibit the member from voting on matters related to that grievance;
7. Allow for a remand to a lower level of review to develop a record at any time, including at the board level of review;
8. Require the district to direct a grievance that is filed with the incorrect administrator to the appropriate administrator and consider the grievance filed on the date on which the grievance was initially filed;
9. Require the district to issue a decision on the merits of the concern raised in the grievance, notwithstanding procedural errors or the type of relief requested;
10. Unless otherwise required by law, allow for a hearing or meeting at which the grievance will be discussed to be open or closed at the request of the person who filed the grievance; and

11. For a grievance before the board, require that the person who filed the grievance be provided at least five business days before the date on which the meeting to discuss the grievance will be held a description of any information the board of trustees intends to rely on that is not contained in the record; and

12. For a grievance before the board, require the meeting at which the grievance is discussed be recorded by video or audio recording or by transcript created by a certified court reporter.

Education Code 26A.001(e)

Deadlines

Parental Grievances

For a grievance filed by a parent of a student enrolled in the school district, the policy must provide:

1. Sixty days to file a grievance from the date on which the parent knew or had reason to know of the facts giving rise to the grievance; or

2. If the parent or person engaged in informal attempts to resolve the grievance, the later of 90 days to file a grievance from the date determined above or 30 days to file a grievance from the date on which the district provided information to the parent or person regarding how to file the grievance.

Appeal

The policy must provide at least 20 days to file an appeal after the date on which a decision on the grievance was made.

Hearings

For a hearing that is not before the board of trustees of the school district, the policy must require:

1. The district to hold a hearing not later than the 10th day after the date on which the grievance or appeal was filed; and

2. A written decision to be made not later than the 20th day after the date on which the hearing was held that includes any relief or redress to be provided and information regarding filing an appeal, including the timeline to appeal under this provision and Education Code 7.057, if applicable.

For a hearing before the board, the policy must require the board to:

1. Hold a meeting to discuss the grievance not later than the 60th day after the date on which the previous decision on the grievance was made; and

2. Make a decision on the grievance not later than the 30th day after the date on which the meeting is held.

Education Code 26A.002

Board Committee

The board may delegate the authority to hear and decide a grievance to a committee of at least three members composed only of members of the board. For purposes of an appeal to the commissioner under Education Code 7.057, a decision by the committee is a decision of the board of trustees. The policy requirements above apply to the committee in the same manner as those requirements apply to the board. *Education Code 26A.001(e)*

Report on Grievances

A district shall annually submit to the Texas Education Agency (TEA) a report on grievances filed in the district during the preceding year. The report must include for each grievance the resolution of the grievance and any corrective action taken. *Education Code 26A.001(g)*

Not later than December 1 of each year, TEA shall post on the agency's website a report on grievances filed in school districts during the preceding year. The report must aggregate the data statewide and state the number of grievances filed, the number of grievances resolved and the resolution of those grievances, and any corrective actions taken. *Education Code 26A.001(h)*

Filing Procedures and Forms

The board shall develop, make publicly available in a prominent location on the district's website, and include in the district's student handbook the procedures for resolving grievances; standardized forms for filing a grievance, a notice of appeal, or a request for a hearing under this chapter; and the method by which a grievance may be filed electronically.

Electronic Filing

A district shall ensure that a grievance may be submitted electronically at the location on the district's website at which the information described above is available.

TEA Notification

A district shall submit and make accessible to TEA the location on the district's website at which the information described above is available.

Education Code 26A.003

Commissioner Enforcement

If a grievance is appealed to the commissioner under Education Code 7.057, the commissioner of education may:

On Appeal

1. Investigate an alleged violation of state or federal law regarding the confidentiality of student information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.

Section 1232g), relating to the grievance and collaborate with relevant federal agencies in such an investigation; and

2. Take any action necessary to compel the district, the district's board, or a district employee to comply with the state or federal law.

Education Code 26A.001(f)

Determination of Retaliation

If the commissioner determines that a school district educator has retaliated against a student or parent of or person standing in parental relation to a student in violation of the policy requirement, above, the commissioner of education may report the educator to the State Board for Educator Certification for investigation. *Education Code 26A.001(i)*

Superintendent Testimony

If the commissioner of education finds against a school district under Education Code 7.057 in at least five grievances to which that provision applies involving the district during a school year, the superintendent of the school district must appear before the State Board of Education to testify regarding the commissioner's findings and the frequency of grievances against the district. *Education Code 26A.004*

Denial of Class Credit or Final Grade

If a student is denied credit or a final grade for a class by an attendance committee, the student may appeal the decision to the board. *Education Code 25.092(d)* [See FEC]

Complaints Against Professional Employees

A person may not file suit against a professional employee of a district unless the person has exhausted the district's remedies for resolving the complaint. *Education Code 22.0514*

"Professional employee of a district" includes:

1. A superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a district;
2. A teacher employed by a company that contracts with a district to provide the teacher's services to the district;
3. A student in an education preparation program participating in a field experience or internship;
4. A DPS-certified school bus driver;
5. A member of the board; and
6. Any other person whose employment by a district requires certification and the exercise of discretion.

Education Code 22.051(a)

Finality of Grades

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with a district's grading policy applicable to the grade, as determined by the board.

A board's determination is not subject to appeal. This provision does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Education Code 33.081. [See FM]

Education Code 28.0214

Closed Meeting

A board may conduct a closed meeting on a parent or student complaint to the extent required or provided by law. *Gov't Code Ch. 551, Subch. D* [See BEC]

Record of Proceedings

An appeal of a board's decision to the commissioner of education shall be decided based on a review of the record developed at the district level. "Record" includes, at a minimum, an audible electronic recording or written transcript of all oral testimony or argument. *Education Code 7.057(c), (f)*

It is a district's responsibility to make and preserve the records of the proceedings before the board. If a district fails to create and preserve the record without good cause, all substantial evidence issues that require missing portions of the record for resolution shall be deemed against the district. The record shall include:

1. A tape recording or a transcript of the hearing at the local level. If a tape recording is used:
    a. The tape recording must be complete, audible, and clear; and
    b. Each speaker must be clearly identified.
2. All evidence admitted;
3. All offers of proof;
4. All written pleadings, motions, and intermediate rulings;
5. A description of matters officially noticed;
6. If applicable, the decision of the hearing examiner;
7. A tape recording or transcript of the oral argument before the board; and
8. The decision of the board.

19 TAC 157.1073(d)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications and on the District's website.

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Filing Deadlines

After Informal Process

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or

- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board's or Board committee's decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three

business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints — To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred — Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms — Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

Record — A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand — A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer — When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation — The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Complaint Levels

Level One — At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the

written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, the complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Student Code of Conduct

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.

2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP, which must expressly provide that an appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Health and Safety Code 161.081 [see FOB].

3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].

4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:

    a. Self-defense;

    b. Intent or lack of intent at the time the student engaged in the conduct;

    c. A student's disciplinary history;

    d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

    e. A student's status in the conservatorship of the Department of Family and Protective Services; or

    f. A student's status as a student who is homeless.

5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.

6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.

7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. "Bullying" has the meaning provided by Education Code 37.0832. [See FFI] "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:

    a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;

    b. Disciplining students; and

    c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

10. Include a statement regarding whether the board has adopted a policy for parental involvement in school disciplinary placements [see Parental Involvement Policy, below] and, if so, the provisions of that policy.

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined in a manner that results in a change in the student's educational placement for bullying, harassment, or making hit lists until an admission, review, and dismissal

(ARD) committee meeting has been held to review the conduct. [See FOF]

Education Code 37.001(a)-(b-1), (e)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel [see CKE] must be included in the Student Code of Conduct. *Education Code 37.081(d)(2)*

Changes in SCOC

Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.

Posting

The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.

Education Code 37.001(b-1)-(c)

Notice to Parents

Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. *Education Code 37.001(d)*

Noncustodial Parent

A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. *Education Code 37.0091*

Determination of Antisemitism

In taking disciplinary action against a student for behavior that violates the Student Code of Conduct and that may reasonably be determined to have been motivated by antisemitism, a district shall use the definition of antisemitism provided by Government Code 448.001, below, including the examples referenced in that term, in determining whether the student's behavior was motivated by antisemitism. *Education Code 37.0095*

"Antisemitism" means a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016. *Gov't Code 448.001(2)*

Copies to Staff

The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. *Education Code 37.018*

Campus Behavior Coordinator

A single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.

The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A. Additional school staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Education Code Chapter 37, Subchapter A, are appropriately implemented.

Duties

Except as provided below, the specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.

The CBC shall:

1. Monitor disciplinary referrals;
2. Report to the campus's threat assessment and safe and supportive school team [see FFB] any student who engages in conduct that contains the elements of:
    a. The offense of terroristic threat under Penal Code 22.07;
    b. The offense of unlawfully carrying weapons under Penal Code 46.02;
    c. An offense relating to prohibited weapons under Penal Code 46.05; or
    d. The offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
3. Report to the campus's threat assessment and safe and supportive school team [see FFB] any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

Notice to Parents

The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed

in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.

A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

Education Code 37.0012

Website Requirement

A district shall post on the district's website, for each campus, the email address and dedicated telephone number of a person clearly identified as:

1. The campus behavior coordinator; or
2. If the district has been designated as a district of innovation under Education Code Chapter 12A [see AF] and is exempt from the requirement to designate a campus behavior coordinator under the district's local innovation plan, a campus administrator designated as being responsible for student discipline.

Education Code 26.015

Parent Involvement Policy

The board may adopt a policy for parental involvement in school disciplinary placements.

If adopted, the policy must provide for:

1. The principal, CBC, or other appropriate administrator to notify the parent of a student who has been placed in a disciplinary alternative education program or expelled of the parent's right to request a behavioral agreement that specifies the responsibilities of the parent and student to be developed; and
2. If a behavioral agreement is developed and the student and the student's parent comply with the terms of the agreement, a reduction in the period of the disciplinary placement imposed on the student except as provided below.

A reduction in the period of a disciplinary placement does not entitle the student for whom the period of placement was reduced to a different disciplinary placement. The reduction in the period of a disciplinary placement is at the sole discretion of the principal, CBC, or other appropriate administrator and may be revoked or amended at any time if the student or the student's parent does not comply with the terms of the behavioral agreement.

A behavioral agreement must include in writing the specific reduction in the period of the student's disciplinary placement with which the student will be credited if the student and the student's parent comply with the terms of the behavioral agreement.

The commissioner of education shall adopt a model behavioral agreement for use by districts in developing a behavioral agreement.

Education Code 37.0014

No Unsupervised Setting

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

Continuation of Disciplinary Action

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

“Disciplinary action” means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

“District or school” includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

Education Code 37.022

Opportunity to Complete Courses

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

Alternative Means to Receive Coursework

A district shall provide to a student during the period of the student's suspension under Education Code 37.005, regardless of whether the student is placed in in-school or out-of-school suspension, an alternative means of receiving all coursework provided in the classes in the foundation curriculum under Education Code 28.002(a)(1) that the student misses as a result of the suspension. A district must provide at least one option for receiving the coursework that does not require the use of the internet. *Education Code 37.005(e)*

No Restriction of Recess or Physical Activity

A district employee may not, as a penalty for a student's academic performance or behavior, restrict the student's participation in:

1. Recess or other physical activity offered as part of the district's physical education curriculum for a student enrolled in kindergarten or in a grade level below grade six; or
2. Physical activity offered as part of the district's physical education curriculum for a student enrolled in grade level six, seven, or eight.

Education Code 28.002(l-4)

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h)

Exceptions

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or

2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Law Enforcement Duties

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g)

[For information on seclusion involving students in special education, see FOF.]

Officer or Security Personnel Use of Restraint or Taser

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

Definitions

"Taser" means a device manufactured, sold, or distributed by Taser International, Incorporated, that is intended, designed, made, or adapted to incapacitate a person by inflicting an electrical charge through the emission of a projectile or conductive stream. The term, for purposes of this provision, includes a similar device manufactured, sold, or distributed by another person.

Prohibition

A peace officer performing law enforcement duties or school security personnel performing security-related duties on school property or at a school-sponsored or school-related activity may not restrain or use a chemical irritant spray or Taser on a student enrolled in fifth grade or below unless the student poses a serious risk of harm to the student or another person.

Education Code 37.0021(b)(1), (b)(5), (j)

[For information on restraint involving students in special education, see FOF.]

Restraint Reports

A district shall report electronically to the Texas Education Agency (TEA), in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. *Education Code 37.0021(i)*

Corporal Punishment

If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously pro-

vided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. *Education Code 37.0011(b)*

Parent Statement

To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. *Education Code 37.0011(c)-(d)*

Definition

"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. *Education Code 37.0011(a*)

Use of Force to Maintain Discipline

The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. *Penal Code 9.62*

Aversive Techniques

A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student.

"Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that:

1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];
2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;
3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;

4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;

5. Ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;

6. Employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;

7. Impairs the student's breathing, including any procedure that involves:

   a. Applying pressure to the student's torso or neck; or

   b. Obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;

8. Restricts the student's circulation;

9. Secures the student to a stationary object while the student is in a sitting or standing position;

10. Inhibits, reduces, or hinders the student's ability to communicate;

11. Involves the use of a chemical restraint;

12. Constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or

13. Except as provided below, deprives the student of the use of one or more of the student's senses.

Education Code 37.0023(a)-(b)

An aversive technique that deprives the student of the use of one or more of the student's senses may be used if the technique is executed in a manner that:

1. Does not cause the student discomfort or pain; or

2. Complies with the student's individualized education program or behavior intervention plan.

Nothing in this section may be construed to prohibit a teacher from removing a student from class under Education Code 37.002. [See FOA]

Education Code 37.0023(c)-(d)

Videotapes and Recordings

A district employee or contractor is not required to obtain the consent of a child's parent before the employee or contractor may make a videotape of the child or authorize the recording of the child's voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)*

Teacher Documentation

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A district may not discipline a teacher on the basis of the submitted documentation. *Education Code 37.002(b-1)*

Reports

Disciplinary Alternative Education Programs

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the placement was based on:
    a. Conduct violating the Student Code of Conduct;
    b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
    c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
    d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the expulsion was based on:
    a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
    b. Conduct for which expulsion is permitted;
3. The number of full or partial days the student was expelled;
4. Information indicating whether:
    a. The student was placed in a JJAEP;
    b. The student was placed in a DAEP; or
    c. The student was not placed in a JJAEP or other alternative education program; and
5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Out-of-School Suspensions

For each out-of-school suspension under Education Code 37.005, a district shall report:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating the basis for the suspension;
3. The number of full or partial days the student was suspended; and
4. The number of out-of-school suspensions that were inconsistent with the guidelines included in the Student Code of Conduct under Education Code 37.001(a)(3) [see Student Code of Conduct, item 3, above].

Education Code 37.020

Mandatory Removal by a Teacher

A teacher shall remove from class and send to the principal for placement in a disciplinary alternative education program (DAEP) or expulsion, as appropriate, a student who engages in conduct described in Education Code 37.006 (removal) or 37.007 (expulsion). [See FOC and FOD] *Education Code 37.002(d)*

Routine Referral

A teacher may send a student to the campus behavior coordinator's (CBC) office to maintain effective discipline in the classroom. The CBC shall respond by employing appropriate discipline management techniques, consistent with the Student Code of Conduct that can reasonably be expected to improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the CBC shall employ alternative discipline management techniques, including any progressive interventions designated as the responsibility of the CBC in the Student Code of Conduct. *Education Code 37.002(a)* [See FO]

Discretionary Removal

A teacher may remove from class a student who:

1. Repeatedly interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn;
2. Demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student; or
3. Engages in conduct that constitutes bullying, as defined by Education Code 37.0832 [see FFI].

Education Code 37.002(b)

Subject to requirements related to teaching and discussing certain debated and controversial topics under Education Code 28.0022(a)(2) and (d) [see EMB], a teacher may remove a student from class based on a single incident of behavior described above. *Education Code 37.002(b-3)*

Reporting Classroom Removals

A student who is sent to the campus behavior coordinator's or other administrator's office under a routine referral or a discretionary removal, as described above, is not considered to have been removed from the classroom for the purposes of reporting data through the Public Education Information Management System (PEIMS) or other similar reports required by state or federal law. *Education Code 37.002(e)*

[See DNA for information about teacher evaluations and disciplinary referrals.]

A teacher, campus behavior coordinator, or other appropriate administrator shall notify a parent of a student of the removal of a student from class described above. *Education Code 37.002(b-2)*

Placement of Student

If a teacher removes a student from class under the provisions above, the principal may place the student in another appropriate classroom, in-school suspension, or DAEP [see FOC]. *Education Code 37.002(c)*

Conference by Third Day Required

Not later than the third class day after the day on which a student is removed from class by the teacher under the above provision or by the school principal or other appropriate administrator under the Student Code of Conduct, the campus behavior coordinator or other appropriate administrator shall schedule a conference among the campus behavior coordinator or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the campus behavior coordinator, after consideration of the mitigating factors (see below), shall order the placement of the student for a period consistent with the Student Code of Conduct. *Education Code 37.009(a)*

Appeals

Appeal of Removal

A student may appeal the student's removal from class described above to:

1. The school's placement review committee [see Placement Review Committee, below]; or
2. The campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to the team.

Education Code 37.002(e-1)

No Appeal of Board Decision

If district policy allows a student to appeal to the board or the board's designee, a decision of the campus behavior coordinator or other appropriate administrator, other than an expulsion under Section 37.007, the decision of the board or the board's designee is final and may not be appealed. *Education Code 37.009(a)*

Placement Length

The period of the placement may not exceed one year unless, after a review, the district determines that the student is a threat to the safety of other students or to district employees. The student may

not be returned to the regular class pending the required conference. *Education Code 37.009(a)*

Mitigating Factors

The CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. *Education Code 37.009(a)*

[See Student Code of Conduct, item 4, at FO(LEGAL) for mitigating factors.]

Prohibitions on Activities

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.002(c)*

Note: A power granted to a campus principal under Education Code Chapter 37, Subchapter A may be exercised by the CBC.

Return to Class

The principal may not return the student to the class of the teacher who removed the student without the teacher's written consent, unless the placement review committee determines that such placement is the best or only alternative available and, not later than the third class day after the day on which the student was removed from class, a conference in which the teacher has been provided an opportunity to participate has been held. [See Conference by Third Day Required, above]

Return to Class Plan

The principal may not return the student to that teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student. The principal may only designate an employee of the school whose primary duties do not include classroom instruction to create a return to class plan. A return to class plan must be created before or at the conference described by that subsection. A plan created before the conference must be discussed at the conference.

The commissioner of education shall adopt a model return to class plan for use by a district in creating a return to class plan for a student.

Education Code 37.002(c), (c-1), (c-2)

Return After Assault

If the teacher removed the student from class because the student engaged in the elements of an offense listed in Education Code 37.007(a)(2)(A) or (a)(4) (assault, sexual assault, assault against a district employee or volunteer) against the teacher, the student

may not be returned to the teacher's class without the teacher's written consent. The teacher may not be coerced to consent.

Education Code 37.002(c), (d)

Placement Review Committee

Each school shall establish a three-member committee to determine the placement of a student when a teacher refuses the return of a student to the teacher's class. The committee shall make recommendations to the district regarding readmission of expelled students.

Composition

Committee members shall be appointed as follows:

1. Campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member; and
2. The principal shall choose one member from the professional staff of a campus.

The teacher refusing to readmit the student may not serve on the committee.

Education Code 37.003

Right to Appeal

The principal, campus behavior coordinator, or other appropriate administrator shall notify a student who has been removed from class and the student's parent of the student's right to appeal the decision of the committee. [See Appeals, above] *Education Code 37.002(f-1)*

Removal by School Bus Driver

The driver of a school bus transporting students to or from school or a school-sponsored or school-related activity may send a student to the principal's office to maintain effective discipline on the school bus.

The principal shall respond by employing appropriate discipline management techniques consistent with the Student Code of Conduct.

Education Code 37.0022

Note: See FOF for provisions concerning students with disabilities.

Exhibit A — Public Complaint Form — Level One

Note: Informal resolution is encouraged but does not extend any deadlines in GF(LOCAL), except by mutual written consent. Please use this form to file a formal, initial complaint in accordance with GF(LOCAL), regardless of the level of administrator or hearing that may be designated by the District to respond to the complaint.

This form is required to initiate any public complaint, regardless of the level at which the complaint begins.

A complaint form that is incomplete in any material way may be refiled with the District upon completion if the refiling is within the designated time for filing a complaint.

Attach to this form any documents you believe will support the complaint. If you do not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, you may supplement the record with additional documents or include additional claims. Please keep a copy of the completed form and any supporting documentation for your records.

To file a formal complaint, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the appropriate administrator within the time established in GF(LOCAL). All complaints will be heard in accordance with GF(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before reaching the Board. [See GKA]

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

If you will be represented in presenting your complaint, please identify the person representing you.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

PUBLIC COMPLAINTS GF
(EXHIBIT)-A

Please describe the decision or circumstances causing your complaint *(give specific factual details)*.

What was the date of the decision or circumstances causing your complaint?

Please explain how you have been harmed by this decision or circumstance.

Please describe any efforts you have made to resolve your concerns and the responses to your efforts. Please include dates of communication and whom you communicated with regarding your concerns.

Please describe the outcome or remedy you seek for this complaint.

Complainant's signature: _____

Signature of complainant's representative: _____

Date of filing: _____

Exhibit B — Response to Level One Complaint

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having considered the complaint at the Level One conference on _____ *(date)*, I have decided on the following response:

[Note: When preparing the letter, include only <u>one</u> of the following choices.]

For the following reasons, I am unable to provide the remedy you seek:

_____

_____

OR

I will take the following actions to grant the remedy you seek for your complaint:

_____

_____

OR

For the following reasons, I am unable to provide the full remedy you seek for your complaint:

_____

_____

I will take the following actions to provide a partial remedy:

_____

_____

The following documents support this decision:

_____

_____

_____ *(signature of appropriate administrator)*

Complainant, please note:

To appeal this response, you must file a written notice of appeal with the appropriate administrator within the time limits set in GF(LOCAL). The necessary appeal forms are available on the District's website at _____ *(insert URL)*. If you have any questions, please contact _____ *(insert position title)*.

Exhibit C — Level Two Appeal Notice

To appeal a Level One decision, or the lack of a timely response after a Level One conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the Superintendent or designee within the time established in GF(LOCAL). Appeals will be heard in accordance with GF(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before reaching the Board. [See GKA]

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

If you will be represented in presenting your appeal, please identify the person representing you.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Who held the Level One conference? _____

Date of conference: _____

Date you received a response to the Level One conference: _____

Please explain specifically how you disagree with the outcome at Level One.

_____

_____

Attach a copy of the Level One response being appealed, if applicable.

Complainant's signature: _____

Signature of complainant's representative: _____

Date of filing: _____

Exhibit D — Response to Level Two Appeal

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having considered the Level Two appeal on _____ *(date)*, I have decided on the following response:

[Note: When preparing the letter, include only <u>one</u> of the following choices.]

For the following reasons, I am unable to grant your appeal:

I will uphold the decision made at Level One by _____ *(name)* and communicated to you in the Level One response.

OR

For the following reasons, I wish to grant your appeal:

_____

_____

I have instructed _____ *(name)* to find a resolution in keeping with the remedy you seek.

OR

For the following reasons, I am unable to fully grant your appeal:

_____

_____

I have instructed _____ *(name)* to take the following actions as a partial remedy to your complaint:

_____

_____

The following documents support this decision:

_____

_____

_____, Superintendent *(or designee)*

Complainant, please note:

To appeal this response, you must file a written notice of appeal with the appropriate administrator within the time limits set in GF(LOCAL). The necessary appeal forms are available on the District's website at _____ *(insert URL)*. If you have any questions, please contact _____ *(insert position title)*.

Exhibit E — Level Three Appeal Notice

To appeal a Level Two decision, or the lack of a timely response after a Level Two conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the Superintendent or designee within the time established in GF(LOCAL). Appeals will be heard in accordance with GF(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before reaching the Board. [See GKA]

(Please print)

Name: _____

Address: _____

Telephone number: _____

Email address: _____

If you will be represented in presenting your appeal, please identify the person representing you.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Who held the Level Two conference? _____

Date of conference: _____

Date you received a response to the Level Two conference: _____

Please explain specifically how you disagree with the outcome at Level Two.

_____

_____

Do you want the Board to hear this appeal in open session?

☐ No

☐ Yes

If yes, the Board will consider your request; however, you may not have a legal right under the Texas Open Meetings Act to require a meeting in open session.

Attach a copy of the Level Two response being appealed, if applicable.

Complainant's signature: _____

Signature of complainant's representative: _____

Date of filing: _____

Exhibit F — Board's Response to Level Three Appeal

_____ *(date)*

_____ *(complainant's name)*

_____ *(complainant's address)*

_____ *(complainant's email)*

Dear _____:

Having heard the presentation of your appeal at Level Three, the Board took the following action at its meeting on _____ *(date)*:

[Note: When preparing the letter or announcing the decision at the Board meeting, include only <u>one</u> of the following choices.]

For the following reasons, we have denied the appeal and have upheld the decision made by the Superintendent (or designee) at Level Two:

_____

_____

_____

OR

For the following reasons, we have granted the appeal and have instructed the Superintendent to find a resolution in keeping with the remedy you seek:

_____

_____

_____

OR

For the following reasons, we have partially denied and partially granted the appeal:

_____

_____

_____

We have instructed the Superintendent as follows:

The following documents support this decision:

Pursuant to Education Code 7.057(a), a person may appeal in writing to the commissioner if the person is aggrieved by actions or decisions of the Board that violate the law or a provision of a written employment contract if a violation causes or would cause monetary harm to the employee. This section does not apply to Subchapter G, Chapter 21, or a student disciplinary action under Chapter 37.

Parents, students, or educators who have completed the grievance process and received the Board's final decision may file an appeal of the Board's final decision to the Commissioner of Education.

The only document required to file an appeal is the Petition for Review. Pursuant to Administrative Code 157.1049, a Petition for Review must be filed within 45 calendar days after the decision complained of is first communicated to the filing party.

The Petition for Review must be filed with TEA's Division of Hearings and Appeals (160) by electronic filing system, email to HearingsandAppeals@tea.texas.gov, mail or hand delivery to 1701 N. Congress Ave., Austin, Texas 78701, or facsimile (fax) to (512) 475-3662. Please see TEA's website for more information on grievance appeals.

Sincerely,

_____, President of the Board of Trustees

_____ School District

United States Constitution

A district shall take no action abridging the freedom of speech or the right of the people to petition the board for redress of grievances. *U.S. Const. Amend. I, XIV*

A board may confine its meetings to specified subject matter and may hold nonpublic sessions to transact business. But when a board sits in public meetings to conduct public business and hear the views of citizens, it may not discriminate between speakers on the basis of the content of their speech or the message it conveys. *Rosenberger v. Rector & Visitors of Univ. of Virginia, 515 U.S. 819, 828 (1995); City of Madison v. Wis. Emp. Rel. Comm'n, 429 U.S. 167, 174 (1976); Pickering v. Bd. of Educ., 391 U.S. 563, 568 (1968)*

Texas Constitution

Citizens shall have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. *Tex. Const. Art. I, Sec. 27*

Federal Laws

Section 504

A district that receives federal financial assistance, directly or indirectly, and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. *29 U.S.C. 794; 34 C.F.R. 104.7(b)*

Americans with Disabilities Act

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Code of Federal Regulations, Title 28, Part 35 (Americans with Disabilities Act regulations). *28 C.F.R. 35.107*

District Grievance Policy

The board shall adopt a grievance policy to address grievances received by the district. *Education Code 26A.001(a)*

Levels of Review

The policy must provide for the following levels of review, except as provided below:

1. Review by the principal of the district campus at which the grievance is filed or the principal's designee or, for a grievance that arises from subject matter unrelated to a campus, an administrator at the school district's central office;
2. If established by the policy, an appeal to an administrator at the school district's central office;
3. An appeal to the superintendent of the school district or the superintendent's designee; and

4. An appeal to the board of trustees of the school district.

A review or appeal on a grievance must be conducted by a person with the authority to address the grievance unless a preliminary hearing is necessary to develop a record or a recommendation for the board of trustees of the school district.

Education Code 26A.001(b), (c)

General Requirements

The policy must:

1. Prohibit the board or a district employee from retaliating against a student or parent of a student who files a grievance in accordance with the policy;
2. Require a person involved in reviewing a grievance under the policy to recuse himself or herself from reviewing the grievance if the person is the subject of the grievance;
3. Provide for a higher level of review if the person who would otherwise review the grievance is required to recuse himself or herself;
4. Provide for the creation and retention of a record of each hearing on the grievance, including documents submitted by the person who filed the grievance or determined relevant by school district personnel and a written record of the decision, including an explanation of the basis for the decision and an indication of each document that supports the decision;
5. Allow the person who filed the grievance to supplement the record with additional documents or add additional claims;
6. Allow for a member of the board to file a grievance with the district, but prohibit the member from voting on matters related to that grievance;
7. Allow for a remand to a lower level of review to develop a record at any time, including at the board level of review;
8. Require the district to direct a grievance that is filed with the incorrect administrator to the appropriate administrator and consider the grievance filed on the date on which the grievance was initially filed;
9. Require the district to issue a decision on the merits of the concern raised in the grievance, notwithstanding procedural errors or the type of relief requested;
10. Unless otherwise required by law, allow for a hearing or meeting at which the grievance will be discussed to be open or

closed at the request of the person who filed the grievance; and

11. For a grievance before the board, require that the person who filed the grievance be provided at least five business days before the date on which the meeting to discuss the grievance will be held a description of any information the board of trustees intends to rely on that is not contained in the record; and

12. For a grievance before the board, require the meeting at which the grievance is discussed be recorded by video or audio recording or by transcript created by a certified court reporter.

Education Code 26A.001(e)

Deadlines

Appeal

The policy must provide at least 20 days to file an appeal after the date on which a decision on the grievance was made.

Hearings

For a hearing that is not before the board of trustees of the school district, the policy must require:

1. The district to hold a hearing not later than the 10th day after the date on which the grievance or appeal was filed; and

2. A written decision to be made not later than the 20th day after the date on which the hearing was held that includes any relief or redress to be provided and information regarding filing an appeal, including the timeline to appeal under this provision and Education Code 7.057, if applicable; and

3. For a hearing before the board, the policy must require the board to:

   a. Hold a meeting to discuss the grievance not later than the 60th day after the date on which the previous decision on the grievance was made; and

   b. Make a decision on the grievance not later than the 30th day after the date on which the meeting is held.

Education Code 26A.002

Report

Each school district shall annually submit a report on grievances filed in the district during the preceding year. *Education Code 26A.001(g)* [See FNG]

Posting of Procedures and Forms

The district's internet website and student handbook must include procedures for resolving grievances, standardized forms for filing a grievance, and a method for filing a grievance electronically. *Education Code 26A.003* [See FNG]

Closed Meeting

A board may conduct a closed meeting on a public complaint to the extent required or provided by law. [See BEC]

Record of Proceedings

An appeal of a board's decision to the commissioner of education shall be decided based on a review of the record developed at the district level. "Record" includes, at a minimum, an audible electronic recording or written transcript of all oral testimony or argument. *Education Code 7.057(c), (f)*

It is a district's responsibility to make and preserve the records of the proceedings before the board. If a district fails to create and preserve the record without good cause, all substantial evidence issues that require missing portions of the record for resolution shall be deemed against the district. The record shall include:

1. A tape recording or a transcript of the hearing at the local level. If a tape recording is used:
    a. The tape recording must be complete, audible, and clear; and
    b. Each speaker must be clearly identified.
2. All evidence admitted;
3. All offers of proof;
4. All written pleadings, motions, and intermediate rulings;
5. A description of matters officially noticed;
6. If applicable, the decision of the hearing examiner;
7. A tape recording or transcript of the oral argument before the board; and
8. The decision of the board.

19 TAC 157.1073(d)

Note: Public complaints regarding instructional and library materials are addressed at EFA and EFB, respectively, and complaints against peace officers are addressed at CKE.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the

campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board's or Board committee's decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If the complainant fails to appear at a

scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by a complainant to represent the complainant in the complaint process.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

Record — A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand — A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer — When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation — The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Complaint Levels

Level One — At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two — If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Ector County Independent School District
Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Chief of Operations

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF DONATION OF OBSOLETE SCHOOL BUSES TO ODESSA COLLEGE

DATE: September 15, 2026

Odessa College is in the process of beginning a new training program for future school bus drivers. This CDL training program will help increase the number of licensed individuals available to help transport ECISD students. To make this endeavor a reality, Odessa College needs to acquire school busses that can be used for training purposes. This proposed donation of school busses will not impact the school district in a negative way because the two (2) school busses are no longer part of the district's fleet due to having higher mileage and being obsolete. The donation of the school busses will help the school district so that more individuals in Ector County possess the necessary training and licensure to qualify for the position of bus driver. The following is a description of the two (2) school busses:

- 2010 International/IC 71-Passenger School Bus
  - Fleet/Bus # 162
  - Fixed Asset/Registration # 051796
  - License Plate # 1332927
  - VIN # 4DRBUSKN0AB172340
  - Odometer: 235,424
- 2007 International/IC 71-Passenger School Bus
  - Fleet/Bus # 139
  - Fixed Asset/Registration # 38414
  - License Plate # 1276060
  - VIN # 4DRBUAAN57B344656
  - Odometer: 187,002

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Administrative Recommendation:

Approval of the proposed donation by ECISD of two (2) school busses.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Mauricio Marquez, Chief of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2026-2027 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 15, 2026

Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA). The Board is required to approve both District and Campus Improvement Plans every year.

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Administrative Recommendation:

Approval of the 2026-2027 ECISD Campus Improvement Plans

Ector County Independent School District

Austin Montessori Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

To cultivate independent, compassionate, and intellectually curious learners by providing an authentic Montessori education that empowers every child to reach their highest potential.

Vision

Austin Montessori Elementary will inspire students to become lifelong learners, critical thinkers, collaborative problem-solvers, and responsible global citizens who lead with integrity, curiosity, and respect.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of students in grades 3-5 scoring at the Meets level on the Reading STAAR Interim will increase from 41% to 48%, the percentage of students in grades 3-5 scoring at the Meets level on the Math STAAR Interim will increase from 32% to 40%, and the percentage of 5th grade students scoring at the Meets level on the Science STAAR Interim will increase from 25% to 35% by January 2027.

HB3 Board Goal

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Strengthen standards-aligned Tier 1 reading instruction through intentional alignment of Montessori methodology, grade-level TEKS, district curriculum resources, and assessment rigor through collaborative planning and PLCs.

Strategy's Expected Result/Impact: Increased alignment between daily instruction and grade-level standards will result in improved student mastery of Reading TEKS and an increased percentage of students achieving Meets Grade Level or above on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Special Education Staff, Instructional Support Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize PLCs to internalize priority Reading TEKS, analyze assessment expectations, and collaboratively plan rigorous grade-level instruction.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; weekly	
2	Implement standards-aligned Tier 1 reading instruction that includes explicit instruction, rigorous questioning and tasks, student discourse, differentiated learning opportunities, and purposeful integration of Montessori practices and materials.	Classroom Teachers, Special Education Teachers	August 2026-May 2027; daily	
3	Conduct regular classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, instructional rigor, student engagement, differentiation, and implementation of the campus instructional model. Use walkthrough trends to identify campuswide professional learning and coaching needs.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

May: 374

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement a consistent campuswide data-response cycle to identify reading skill gaps and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring based on individual student needs.

Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely and targeted instructional support, resulting in accelerated growth, reduced achievement gaps, and increased Reading STAAR performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze campus, district, interim, and progress-monitoring data during PLCs to identify students and standards requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles	
2	Provide targeted small-group intervention and monitor student response to instruction.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing	
3	Strengthen collaboration between general education and Special Education teachers to align grade-level instruction, accommodations, SDI, and progress monitoring.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through collaborative planning/PLCs	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

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No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students in grades 3-5 achieving Meets Grade Level or above on the Math STAAR will increase from 40% to 45% by May 2027.

HB3 Board Goal

Indicators of Success:
Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, STAAR Interim Assessments, district checkpoints, campus assessments, student progress-monitoring data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Strengthen standards-aligned Tier 1 mathematics instruction through intentional alignment of Montessori concrete-to-abstract practices, grade-level TEKS, district curriculum resources, and assessment rigor through collaborative planning and PLCs.

Strategy's Expected Result/Impact: Increased alignment among Montessori mathematics instruction, grade-level TEKS, district curriculum, and assessment expectations will strengthen the rigor and consistency of Tier 1 instruction, resulting in increased conceptual understanding, mathematical reasoning, and student mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize weekly PLCs and collaborative planning to internalize priority Mathematics TEKS, examine district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; weekly	
2	Implement standards-aligned Tier 1 mathematics instruction that intentionally connects Montessori concrete-to-abstract materials and learning experiences to grade-level TEKS, mathematical reasoning, problem solving, and application.	Classroom Teachers, Special Education Teachers	August 2026-May 2027; daily	
3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, mathematical rigor, student discourse, problem solving, differentiation, and purposeful use of Montessori materials. Use walkthrough trends to identify professional learning and coaching needs.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement a consistent campuswide mathematics data-response cycle to identify student misconceptions and skill gaps and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring based on individual student needs.

Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely, targeted mathematics instruction based on identified needs, resulting in accelerated growth, reduced achievement gaps, increased mastery of grade-level TEKS, and improved STAAR performance.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze formative, district checkpoint, STAAR Interim, and progress-monitoring data during PLCs to identify students, student groups, misconceptions, and Mathematics TEKS requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles	
2	Provide targeted small-group instruction, reteaching, intervention, or enrichment based on identified student needs and routinely monitor student response to instruction to determine necessary instructional adjustments.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing	
3	Strengthen collaboration between general education and Special Education staff to align grade-level mathematics instruction, accommodations, SDI, intervention, and progress monitoring with student needs and IEP goals.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through PLCs/ collaborative planning	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Achievement 1, 2

May: 378

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of Grade 5 students achieving Meets Grade Level or above on the Science STAAR will increase from 25% to 28% by May 2027.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR, STAAR Interim Assessments, district checkpoints, campus assessments, student progress-monitoring data

379

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen standards-aligned Grade 5 science instruction through intentional alignment of Montessori hands-on learning experiences, grade-level TEKS, district curriculum resources, academic vocabulary, and assessment rigor through collaborative planning and PLCs.				380

Strategy's Expected Result/Impact: Increased alignment among Montessori science experiences, grade-level TEKS, district curriculum, and assessment expectations will strengthen Tier 1 instruction and increase students' conceptual understanding, scientific reasoning, academic vocabulary, and mastery of Grade 5 Science standards.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize PLCs and collaborative planning to internalize Grade 5 Science TEKS, examine district curriculum and assessment expectations, and identify standards requiring intentional spiraling and reinforcement.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly	
2	Implement rigorous standards-aligned science instruction incorporating purposeful Montessori materials, hands-on investigations, scientific reasoning, academic vocabulary, and opportunities for students to apply learning in multiple contexts.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing	
3	Conduct classroom walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, scientific reasoning, academic vocabulary, and alignment between hands-on learning and assessed standards.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52
- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

Strategy 2 Details	Reviews			
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Strategy 2: Implement a consistent science data-response cycle to identify standards, concepts, and student misconceptions requiring additional support and provide targeted small-group instruction, intervention, accommodations, specially designed instruction, and progress monitoring.

Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive targeted instructional support based on identified standards and misconceptions, resulting in increased mastery of Grade 5 Science TEKS, reduced achievement gaps, and improved Science STAAR performance.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze district checkpoint, STAAR Interim, classroom assessment, and progress-monitoring data by TEKS to identify student misconceptions and standards requiring reteaching or additional support.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; following each assessment/ data cycle	
2	Provide targeted reteaching and small-group instruction using hands-on learning experiences, academic vocabulary development, and differentiated supports based on identified student needs.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing	
3	Collaboratively plan and implement accommodations, SDI, vocabulary supports, scaffolded grade-level tasks, and progress monitoring for students receiving Special Education services while maintaining access to rigorous Grade 5 Science content.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing	

Title I:
2.51, 2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: Student Achievement 2, 3

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of 3rd-grade students reading on or above grade level will increase from 43% to 47% by May 2027

HB3 Board Goal

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, STAAR Interim, and STAAR Performance

382

Strategy 1 Details	Reviews			
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Strategy 1: Strengthen standards-aligned Grade 3 Tier 1 reading instruction through intentional alignment of Montessori methodology, grade-level TEKS, district curriculum resources, and STAAR assessment rigor through collaborative planning and PLCs.

Strategy's Expected Result/Impact: Increased alignment among daily reading instruction, Montessori practices, grade-level TEKS, district curriculum, and assessment expectations will increase student mastery of Grade 3 Reading standards and performance at Meets Grade Level or above on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize PLCs to internalize Grade 3 Reading TEKS, analyze district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction and tasks.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly	
2	Implement rigorous Tier 1 reading instruction incorporating comprehension, vocabulary, written response, student discourse, higher-level questioning, and purposeful integration of Montessori practices and materials.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; daily	
3	Conduct walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, differentiation, and alignment between daily tasks and STAAR expectations.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

383

Strategy 2 Details	Reviews			
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Strategy 2: Implement a consistent Grade 3 reading data-response cycle to identify standards and student skill gaps requiring additional support and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring.

Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely and targeted reading support based on identified needs, resulting in increased grade-level mastery, reduced achievement gaps, and improved Grade 3 Reading STAAR performance.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; ongoing	
2	Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.	Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing	
3	Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing	

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1

384

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students in grades K-3 meeting or exceeding their annual typical growth target in i-Ready Reading will increase from 32% to 40% by May 2027.

HB3 Board Goal

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: i-Ready Reading Diagnostic, i-Ready Growth Reports, progress-monitoring data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Strengthen standards-aligned K-3 Tier 1 literacy instruction through intentional alignment of Montessori methodology, foundational literacy skills, grade-level TEKS, district curriculum resources, and student learning needs through collaborative planning and PLCs.

Strategy's Expected Result/Impact: Consistent implementation of high-quality, standards-aligned literacy instruction will strengthen foundational reading skills and increase the percentage of K-3 students demonstrating expected reading growth and grade-level proficiency.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.	Principal, Assistant Principal, K-3 Teachers, Special Education Staff	August 2026-May 2027; weekly	
2	Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.	K-3 Teachers, Special Education Teachers	August 2026-May 2027; daily	
3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

386

Strategy 2 Details	Reviews			
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Strategy 2: mplement a consistent K-3 literacy data-response cycle using i-Ready and additional formative data to identify foundational reading skill gaps, provide targeted small-group instruction and intervention, and monitor student progress toward individual growth and grade-level proficiency.

Strategy's Expected Result/Impact: Students will receive timely and differentiated literacy support based on diagnostic and progress-monitoring data, resulting in accelerated reading growth, reduced skill gaps, and an increased percentage of K-3 students meeting or exceeding annual typical growth.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.	Principal, Assistant Principal, K-3 Teachers, Special Education Teachers	BOY, MOY, EOY and ongoing data cycles	
2	Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.	K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing	
3	Monitor student growth toward individual i-Ready goals and grade-level expectations during PLC/data cycles and provide additional intervention or enrichment when students are not demonstrating expected progress.	Principal, Assistant Principal, K-3 Teachers	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: Student Achievement 3

387

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: The percentage of students reporting a favorable Sense of Belonging on the Panorama Student Survey will increase from 63% to 68% by May 2027.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Student Survey, student perception data, student participation/engagement data

Strategy 1 Details

Strategy 1: Implement intentional campuswide practices that strengthen student belonging, positive relationships, grace and courtesy, and connections with trusted adults and peers.

Strategy's Expected Result/Impact: Students will experience stronger relationships with adults and peers and an increased sense of connection to the school community, resulting in improved Panorama Sense of Belonging results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement consistent classroom and campus practices that promote relationship-building, grace and courtesy, community, and respectful interactions.	Teachers, Counselor, Principal, Assistant Principal	August 2026-May 2027; ongoing	
2	Establish intentional opportunities for students to connect with trusted adults and peers through classroom communities, mentoring, student leadership, and campus activities.	Teachers, Counselor, Campus Staff	August 2026-May 2027; ongoing	
3	Review student perception and Panorama data to identify grade levels or student groups requiring additional belonging and relationship supports.	Principal, Assistant Principal, Counselor	BOY/MOY/ EOY and following survey cycles	

Title I:
2.53
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

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Strategy 2 Details	Reviews			
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Strategy 2: Increase meaningful opportunities for student voice, leadership, choice, and participation in decisions and activities that strengthen ownership of the Austin Montessori school community.

Strategy's Expected Result/Impact: Increased student voice and leadership opportunities will strengthen students' sense of identity, ownership, connection, and belonging within the campus community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.	Counselor, Teachers, Administration	August 2026-May 2027	
2	Expand opportunities for students to participate in leadership, service, celebrations, and school community activities.	Counselor, Teachers, Campus Staff	August 2026-May 2027	
3	Review student feedback and implement responsive campus or classroom actions based on identified student needs.	Principal, Assistant Principal, Counselor	Quarterly	

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1

389

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: The percentage of students reporting favorable perceptions of students following school rules will increase from the current grade-band range of 39-47% to at least 50% by May 2027.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Student Survey, campus discipline data, behavior referrals, classroom/common-area observation data

Strategy 1 Details

Strategy 1: Implement and reinforce consistent campuswide behavioral expectations grounded in Respect for Self, Respect for Others, Respect for the Environment, and Montessori grace and courtesy practices.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding, ownership, and consistent application of campus expectations across classrooms and common areas, contributing to improved school climate and reduced behavior concerns.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach, model, practice, and revisit campus behavioral expectations and Montessori grace and courtesy practices.	Teachers, Administration	August 2026-May 2027	
2	Establish consistent expectations and reinforcement procedures across classrooms, cafeteria, recess, hallways, arrival, and dismissal.	All Campus Staff	August 2026-May 2027	
3	Review student behavior and Panorama data to identify trends and adjust campus supports.	Principal, Assistant Principal, Counselor	Monthly/ Quarterly	

ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen positive behavior reinforcement and responsive behavior practices that promote student reflection, accountability, restoration of relationships, and re-entry into the learning environment.

Strategy's Expected Result/Impact: Consistent reinforcement and responsive practices will increase student ownership of behavior, strengthen relationships, reduce repeated behavior concerns, and improve student perceptions of school climate.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize consistent positive recognition systems to reinforce students demonstrating campus expectations and Montessori values.	Teachers, Administration	Ongoing	
2	Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.	Teachers, Counselor, Administration	Ongoing	
3	Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.	Assistant Principal, Counselor, Teachers	Monthly/ Ongoing	

ESF Levers:
Lever 3: Positive School Culture

391

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Austin Montessori students' daily attendance will be maintained at 94%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: FOCUS attendance reports, PEIMS attendance data, chronic absenteeism reports

Strategy 1 Details

Strategy 1: Implement a consistent campuswide attendance monitoring and early-intervention system to identify attendance concerns and provide timely support before patterns become chronic.

Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism and increase student access to daily instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.	Attendance Clerk, Administration	Weekly	
2	Initiate timely parent communication and document interventions for students demonstrating attendance concerns.	Attendance Clerk, Administration	Weekly/ Ongoing	
3	Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.	Attendance Clerk, Administration	Monthly/ Ongoing	

ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen family communication, education, and positive recognition related to the importance of daily attendance, punctuality, and uninterrupted instructional time.

Strategy's Expected Result/Impact: Increased family awareness and proactive communication will improve student attendance, reduce avoidable tardies and early checkouts, and increase instructional time.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Communicate attendance expectations and the instructional impact of absences, tardies, and early checkouts through multiple family communication platforms.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing	
2	Recognize positive and improved student attendance in developmentally appropriate ways.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing	
3	Partner with families experiencing attendance barriers to identify resources and individualized supports.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing	

ESF Levers:
Lever 3: Positive School Culture

393

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will be maintained.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: FOCUS discipline data, office discipline referrals, campus behavior documentation

Strategy 1 Details

Strategy 1: Implement consistent proactive classroom and campuswide behavior systems that explicitly teach expectations, strengthen relationships, and address student needs before behaviors escalate to office-managed discipline.

Strategy's Expected Result/Impact: Consistent proactive behavior supports will increase student self-regulation and adherence to expectations while reducing classroom disruptions and office discipline referrals.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach and reinforce campus behavior expectations and Montessori grace and courtesy.	Teachers, Administration	Ongoing	
2	Implement consistent classroom-based interventions and document student response prior to office referral when appropriate.	Teachers, Administration	Ongoing	
3	Use behavior data to identify patterns by student, grade level, location, behavior type, and time of day.	Teachers, Administration	Ongoing	

ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Implement a tiered response system for students demonstrating repeated behavioral concerns through data review, individualized interventions, family collaboration, and progress monitoring.

Strategy's Expected Result/Impact: Students demonstrating repeated behavioral concerns will receive earlier and more individualized support, resulting in fewer repeated referrals, improved self-regulation, and increased instructional time.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students demonstrating repeated behavior concerns through regular review of discipline and classroom data.	Principal, Assistant Principal, Counselor	Ongoing	
2	Develop targeted interventions and supports in collaboration with teachers, families, counselor, administration, and other support staff as appropriate.	Principal, Assistant Principal, Counselor	Ongoing	
3	Monitor student response to behavioral interventions and adjust supports based on progress data.	Principal, Assistant Principal, Counselor	Ongoing	

395

Title I:
2.53
- ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of instructional staff will participate in ongoing, differentiated, in-house Montessori professional learning designed to strengthen knowledge and implementation of Montessori philosophy, materials, lessons, classroom practices, and instructional methodology.

Evaluation Data Sources: Professional learning agendas and attendance, Montessori training documentation, teacher feedback, walkthrough data, coaching documentation

396

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Implement an ongoing, differentiated in-house Montessori professional learning system that utilizes campus expertise to strengthen teacher knowledge of Montessori philosophy, materials, lesson delivery, classroom environment, and instructional practices.				397

Strategy's Expected Result/Impact: Teachers will increase their knowledge, confidence, and implementation of Montessori methodology, resulting in greater consistency and fidelity of Montessori practices across classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Support

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify teacher Montessori training, experience, and areas of need to establish differentiated professional learning priorities for novice, developing, and experienced Montessori educators.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	August-September 2026	
2	Provide regular in-house Montessori professional learning led by trained campus staff and other identified Montessori instructional leaders, focusing on materials, lessons, classroom practices, philosophy, and identified teacher needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; monthly/ongoing	
3	Monitor implementation through walkthroughs, teacher feedback, coaching, and follow-up professional learning based on identified campus and individual needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; ongoing	

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 2: Strategic Staffing

Problem Statements: Curriculum, Instruction, and Assessment 1

Strategy 2 Details	Reviews			
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Strategy 2: Develop campus-based Montessori teacher leadership and peer-learning structures that provide modeling, mentoring, observation, collaboration, and coaching to strengthen Montessori instructional practice across classrooms.				
Strategy's Expected Result/Impact: Teachers will have increased access to job-embedded Montessori expertise and support, resulting in stronger instructional practice, increased collaboration, and greater consistency of Montessori implementation across the campus.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Support				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify Montessori-trained and experienced teachers who can serve as campus resources, mentors, models, and professional learning facilitators.	Montessori Instructional Support, Administration	August-September 2026	
2	Provide opportunities for teachers to observe Montessori lessons, collaborate with experienced colleagues, examine materials, practice lesson delivery, and receive feedback.	Montessori Teacher Leaders, Montessori Instructional Support, Classroom Teachers, Administration	September 2026-May 2027	
3	Use walkthrough trends and teacher feedback to identify areas requiring additional modeling, coaching, or professional learning.	Principal, Assistant Principal, Montessori Instructional Support	Quarterly/ Ongoing	

398

Title I:
2.52
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Strategic Staffing

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of instructional teams will participate in consistent, collaborative PLC cycles focused on Montessori-TEKS alignment, instructional planning, student work, assessment data, intervention, and continuous improvement of instructional practice.

Evaluation Data Sources: PLC agendas and minutes, collaborative planning documents, TEKS alignment documents, student work, assessment data, walkthrough data

Strategy 1 Details

Strategy 1: Implement a consistent campuswide PLC process that provides protected collaborative planning time for teachers to align Montessori instruction with grade-level TEKS, district curriculum expectations, assessment rigor, and identified student learning needs.

Strategy's Expected Result/Impact: Consistent PLC structures will strengthen teacher collaboration, instructional planning, and collective responsibility for student achievement, resulting in greater consistency of rigorous Montessori-TEKS aligned instruction across classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly PLCs using a consistent process for TEKS internalization, Montessori lesson/material alignment, collaborative planning, assessment analysis, and identification of instructional next steps.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Specialist	August 2026-May 2027; weekly	
2	Utilize PLC time to examine student work and assessment evidence to determine whether planned Montessori learning experiences are producing mastery of grade-level standards.	Teachers, Special Education Teachers, Administration, Montessori Instructional Specialist	August 2026-May 2027; ongoing	
3	Document PLC decisions, instructional adjustments, intervention needs, and follow-up actions to support accountability and continuous improvement.	Teachers, PLC Leads, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly	

Title I:
2.52
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Strategic Staffing

Reviews

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Strategy 2 Details	Reviews			
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	Oct	Jan	Mar	May
Strategy 2: Strengthen PLC effectiveness through systematic analysis of student work, formative assessments, district assessments, and progress-monitoring data to identify instructional strengths, misconceptions, intervention needs, and necessary adjustments to Montessori-TEKS aligned instruction.				400

Strategy's Expected Result/Impact: Teachers will use evidence of student learning to make timely instructional decisions, resulting in more responsive Tier 1 instruction, targeted intervention, improved student mastery, and reduced achievement gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze student work, formative assessments, district checkpoints, interim assessments, and progress-monitoring data during PLCs to identify trends and standards requiring instructional response.	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		
2	Develop instructional responses during PLCs, including reteaching, differentiation, small-group instruction, intervention, enrichment, and accommodations	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		
3	Review subsequent student evidence to determine the effectiveness of instructional responses and identify additional adjustments or supports.	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		

Title I:
2.51
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of instructional classrooms will demonstrate evidence of intentional alignment between Montessori methodology, grade-level TEKS, district curriculum expectations, and standards-based instructional rigor through collaborative planning, classroom implementation, and administrative walkthroughs.

Evaluation Data Sources: Classroom walkthrough data, lesson/work plans, PLC documentation, Montessori-TEKS alignment documents, student work, campus and district assessment data

401

Strategy 1 Details	Reviews			
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Strategy 1: Develop and implement a consistent process for intentionally aligning Montessori lessons, materials, and learning progressions with grade-level TEKS, district curriculum resources, and assessment expectations.				402

Strategy's Expected Result/Impact: Teachers will have increased clarity regarding how Montessori lessons and materials address grade-level standards, resulting in stronger alignment between Montessori methodology, required curriculum, instructional rigor, and assessed student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collaboratively identify and document connections among Montessori lessons/materials, grade-level TEKS, district curriculum resources, and assessment expectations during PLCs.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027	
2	Utilize Montessori-TEKS alignment documents during collaborative planning to identify appropriate Montessori lessons, materials, extensions, and supplemental instruction necessary to address the full rigor of grade-level standards.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly	
3	Review and refine alignment documents based on classroom implementation, student work, assessment evidence, and identified curriculum gaps.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly	

Title I:
2.52
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Strategy 2 Details	Reviews			
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Strategy 2: Monitor and strengthen implementation of the Austin Montessori instructional model through classroom walkthroughs, collaborative feedback, coaching, student work analysis, and targeted professional learning focused on Montessori-TEKS alignment and grade-level rigor.

Strategy's Expected Result/Impact: Consistent monitoring and feedback will increase implementation fidelity and instructional consistency, resulting in stronger alignment among planned curriculum, Montessori methodology, classroom instruction, student tasks, and grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular walkthroughs focused on evidence of Montessori methodology, TEKS alignment, grade-level rigor, differentiation, student engagement, and purposeful use of Montessori materials.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing	
2	Provide teachers with timely, actionable feedback and coaching based on walkthrough evidence and identified instructional needs.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing	
3	Analyze campuswide walkthrough trends during leadership and PLC planning to identify professional learning, coaching, curriculum alignment, or resource needs.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing	

Title I:
2.52
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

403

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, favorable staff perceptions of campus communication, leadership support, and opportunities for staff voice will increase as measured by Panorama staff survey results and campus feedback measures.

Evaluation Data Sources: Panorama Staff Survey, campus staff surveys, staff feedback data, committee/leadership participation records

Strategy 1 Details	Reviews			
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Strategy 1: Establish consistent, transparent, and predictable campus communication systems that provide staff with timely information, clear expectations, opportunities for clarification, and access to resources necessary to successfully fulfill their responsibilities.				404

Strategy's Expected Result/Impact: Improved communication structures will increase staff clarity, trust, and understanding of campus expectations while reducing confusion and strengthening staff perceptions of campus leadership and organizational effectiveness.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide consistent weekly communication regarding campus priorities, upcoming events, expectations, deadlines, celebrations, and resources through established campus communication systems.	Principal, Assistant Principal	August 2026-May 2027; weekly	
2	Clearly communicate significant changes to campus procedures, schedules, instructional expectations, and initiatives and provide opportunities for staff to ask questions and receive clarification.	Principal, Assistant Principal	August 2026-May 2027; ongoing	
3	Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.	Principal, Assistant Principal	Quarterly	

ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 2 Details	Reviews			
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Strategy 2: Strengthen staff voice and shared leadership by providing meaningful opportunities for employees to provide feedback, contribute to campus decisions, participate in committees, and lead areas aligned with their expertise and interests.

Strategy's Expected Result/Impact: Increased opportunities for staff voice and shared leadership will strengthen ownership, trust, professional connectedness, and collective responsibility for campus success.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize surveys, feedback forms, meetings, committees, and other structures to gather staff input on campus systems and initiatives.	Principal, Assistant Principal	August 2026-May 2027; ongoing	
2	Provide staff leadership opportunities through campus committees, PLC leadership, AVID initiatives, Montessori professional learning, mentoring, and other campus responsibilities.	Principal, Assistant Principal, Teacher Leaders	August 2026-May 2027	
3	Communicate how staff feedback was considered and identify resulting actions or decisions when appropriate.	Principal, Assistant Principal	Quarterly/ Ongoing	

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ESF Levers:
Lever 1: Strong School Leadership and Planning

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Austin Montessori will provide at least four structured family engagement and parent education opportunities designed to strengthen family understanding of Montessori education, academic expectations, student support, and meaningful school partnership.

Evaluation Data Sources: Family event attendance, sign-in documentation, parent surveys/feedback, communication records, Title I family engagement documentation

Strategy 1 Details

Strategy 1: Provide structured family education opportunities that increase parent and caregiver understanding of Montessori philosophy, classroom practices, materials, academic expectations, and the alignment between Montessori methodology and grade-level learning standards.

Strategy's Expected Result/Impact: Families will develop a stronger understanding of the Austin Montessori instructional model and how Montessori methodology supports student learning, resulting in increased family confidence, engagement, and ability to support learning at home.

Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide family engagement events that showcase Montessori lessons, materials, student learning, and connections to academic standards.	Administration, Teachers, Montessori Instructional Specialist	August 2026-May 2027	
2	Provide families with resources and information explaining Montessori terminology, instructional practices, expectations, and ways to support learning at home.	Administration, Teachers, Montessori Instructional Specialist	Ongoing	
3	Gather family feedback following engagement opportunities and use results to identify future parent education needs.	Administration, Title I Staff	Following events	

ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen consistent two-way communication and family partnership systems that provide families with timely information, opportunities for feedback, and clear pathways for supporting student success and addressing concerns.

Strategy's Expected Result/Impact: Consistent two-way communication will strengthen trust and collaboration between families and campus staff, increase family access to important information, and support shared responsibility for student success.

Staff Responsible for Monitoring: Principal, Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide consistent campus and classroom communication regarding academic expectations, events, procedures, student supports, and opportunities for family participation.	Administration, Teachers	August 2026-May 2027	
2	Provide families with clear opportunities to ask questions, provide feedback, and communicate directly with appropriate campus staff.	Administration, Teachers	August 2026-May 2027	
3	Review family feedback and participation data to identify communication barriers and adjust family engagement practices as needed.	Administration	Quarterly	

ESF Levers:
Lever 3: Positive School Culture

407

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Austin Montessori will strengthen staff connectedness and recognition through consistent campuswide systems for employee appreciation, celebration, collaboration, and professional belonging, as measured by staff feedback and participation data.

Evaluation Data Sources: Panorama Staff Survey, campus staff surveys, recognition records, staff participation data, retention data

Strategy 1 Details

Strategy 1: Implement consistent and meaningful systems to recognize staff contributions, celebrate professional accomplishments, and highlight employees who demonstrate Austin Montessori values, collaboration, growth, and commitment to students.

Strategy's Expected Result/Impact: Consistent recognition and celebration will increase staff morale, connectedness, and appreciation while reinforcing the behaviors and professional practices that contribute to a positive campus culture.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement regular staff recognition opportunities that celebrate contributions, accomplishments, growth, collaboration, and demonstration of campus values.	Principal, Assistant Principal, Counselor	Monthly/ Ongoing	
2	Provide opportunities for peer-to-peer recognition and celebration of staff contributions.	Administration, Campus Staff	Monthly/ Ongoing	
3	Highlight staff accomplishments and positive campus contributions through established internal communication systems.	Principal, Assistant Principal, Counselor	Monthly/ Ongoing	

ESF Levers:
Lever 3: Positive School Culture

Reviews

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen staff connectedness and professional belonging through intentional relationship-building, collaborative opportunities, responsive support, and campus practices that promote a positive and supportive work environment.

Strategy's Expected Result/Impact: Increased staff connectedness and professional belonging will strengthen campus climate, collaboration, morale, and retention while supporting a collective commitment to student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide intentional opportunities throughout the year for staff relationship-building, collaboration, celebration, and connection.	Administration, Campus Staff	August 2026-May 2027	
2	Monitor staff feedback and climate data to identify areas requiring additional support or adjustment to campus systems.	Principal, Assistant Principal	August 2026-May 2027	
3	Provide responsive support and resources based on identified staff needs and recognize opportunities to reduce unnecessary barriers that interfere with effective teaching and collaboration.	Principal, Assistant Principal	August 2026-May 2027	

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 3: Positive School Culture

409

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Barbara Jordan Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

We believe that all students have a responsibility to behave in an appropriate manner that allows teachers to teach, students to learn, and does not violate the best interest of any individual in the school community.

Vision

Together we learn, together we grow, together we succeed.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students in Grades 3-5 performing at the Meets Grade Level standard on STAAR Mathematics will increase from 38% to 43%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Implement weekly PLCs utilizing the Jordan PLC Framework (Unpack Standards, Create Exemplars, Develop CFAs, Analyze Data, Plan Intervention, Reteach/Reassess).

Strategy's Expected Result/Impact: Increased instructional consistency across classrooms.
Teachers consistently plan instruction aligned to grade-level TEKS.
Improved common formative assessment scores.
Increased percentage of students performing at Meets and Masters.
Improved classroom walkthrough data related to instructional rigor.

Staff Responsible for Monitoring: Principal/ APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly 45-minute PLC meetings	Principal Assistant Principal Instructional Coach Classroom Teachers	Weekly (August 2026-May 2027)	
2	Provide professional development on lesson internalization, TEKS alignment, and rigorous instructional planning.	Principal Instructional Coach District Curriculum Department	August 2026 and ongoing during monthly professional learning	
3	Conduct weekly instructional walkthroughs and provide coaching feedback aligned to campus look-fors.	Principal Assistant Principal Instructional Coach	Weekly	

Title I:
2.51, 2.52
- 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, Lever 5: Effective Instruction

Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 3

Funding Sources: Instructional Coach - Title One School-wide - $79,000, Student Materials / Teacher Resources - Title One School-wide - $12,493

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Strategy 2 Details	Reviews			
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Strategy 2: Implement a campus-wide instructional coaching model to strengthen Tier I instruction and increase instructional rigor.

Strategy's Expected Result/Impact: Increased teacher effectiveness.
Improved student engagement.
Greater consistency in instructional delivery.
Increased teacher confidence implementing rigorous lessons.

Staff Responsible for Monitoring: Principal
Instructional Coach
APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop coaching cycles using walkthrough and assessment data.	Principal Instructional Coach APs	Every 4 Weeks	
2	Provide demonstration lessons and instructional modeling.	Instructional Coach Teacher Leaders Lead Team	Throughout the year	
3	Conduct follow-up coaching conversations using observation data.	Principal Instructional Coach APs	Weekly	

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

415

Strategy 3 Details	Reviews			
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Strategy 3: Increase instructional rigor through higher-order questioning, academic discourse, and student writing.

Strategy's Expected Result/Impact: Students demonstrate deeper understanding.
Increased classroom discussion.
Improved written responses.
Increased Meets/Masters performance.

Staff Responsible for Monitoring: Principle
APs
Instructional Coach

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on questioning strategies and Depth of Knowledge.	Principal Aps Instructional Coach	August, October, January, as needed.	

Title I:
2.52
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: PLCs are continuing to develop into highly functioning collaborative teams focused on improving student outcomes. **Root Cause**: PLC processes have not yet been implemented with complete consistency, including data analysis, instructional planning, and monitoring of student learning.

Curriculum, Instruction, and Assessment
Problem Statement 3: Assessment data are not consistently used to drive immediate instructional adjustments and targeted interventions. **Root Cause**: PLCs and data meetings require greater consistency in analyzing student misconceptions, planning reteach, and monitoring intervention effectiveness.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students in Grades 3-5 performing at the Meets Grade Level standard on STAAR Reading will increase from 43% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Implement a structured PLC data cycle that utilizes common formative assessments (CFAs), benchmark data, and student work to identify learning gaps, monitor progress, and plan timely interventions and enrichment.

Strategy's Expected Result/Impact: Teachers consistently use data to drive instructional decisions.
Students receive timely intervention or enrichment based on identified needs.
Increased mastery of TEKS as evidenced by CFA, benchmark, and STAAR data.
Increased percentage of students performing at the Meets and Masters performance levels.

Staff Responsible for Monitoring: Teachers, Principal, APs Instructional Coach

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer common formative assessments every 2-3 weeks and bring results to PLC meetings.	Teachers Instructional Coach	Every 2-3 weeks	
2	Facilitate weekly PLC meetings using the Jordan PLC process to analyze assessment data, identify misconceptions, and develop reteach and enrichment plans.	Principal Assistant Principal Instructional Coach	Weekly	
3	Review PLC agendas, student data, and intervention plans during monthly instructional leadership meetings.	Principal Assistant Principal Instructional Coach	Monthly	

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: Implement a campus-wide intervention and enrichment system that provides targeted instruction based on student performance data and ongoing progress monitoring.

Strategy's Expected Result/Impact: Students receive targeted instruction aligned to individual learning needs.
Intervention groups are adjusted based on current student performance.
Increased student growth and reduced achievement gaps among all student groups.
More students successfully transition from intervention to grade-level instruction.

Staff Responsible for Monitoring: Principal, Instructional Coach, APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop flexible intervention and enrichment groups using CFA, benchmark, and progress-monitoring data.	Classroom Teachers Special Education Teachers Instructional Coach	Ongoing	
2	Provide daily intervention and enrichment opportunities during the designated campus intervention block.	Principal	Daily	
3	Monitor student progress and adjust intervention plans based on data collected during PLC meetings.	Teachers Principal APs Instructional Coach		

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 2

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Strategy 3 Details	Reviews			
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Strategy 3: Strengthen teachers' capacity to analyze student data and implement data-driven instructional practices through ongoing professional learning, coaching, and instructional monitoring.

Strategy's Expected Result/Impact: Teachers demonstrate increased confidence and proficiency in analyzing student data.
Data are consistently used to adjust instruction and monitor student progress.
Increased instructional effectiveness and consistency across classrooms.
Improved student achievement on district and state assessments.

Staff Responsible for Monitoring: Principal
Instructional Coach
APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on data analysis protocols, item analysis, and using assessment results to plan instruction.	Principal Instructional Coach District Curriculum Coordinators	Starting Aug 2026 and continuous	
2	Conduct instructional coaching cycles focused on using assessment data to improve Tier I instruction and intervention practices.	Principal Instructional Coach APs	Ongoing throughout the year	
3	Conduct classroom walkthroughs to monitor implementation of data-driven instructional practices and provide timely feedback.	Principal Assistant Principal Instructional Coach	Weekly	

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Title I:
2.52
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Mathematics achievement continues to lag behind reading achievement across grade levels, with low percentages of students demonstrating grade-level mastery. **Root Cause**: Instruction has focused primarily on procedural fluency rather than conceptual understanding, problem solving, and mathematical reasoning. PLCs have not consistently analyzed student misconceptions to guide reteach.

Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause** : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students performing at the Meets Grade Level standard on STAAR Science will increase from 26% to 31%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details	Reviews			
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Strategy 1: Strengthen instructional rigor by implementing higher-order questioning, academic discourse, and writing across all content areas aligned to the rigor of the TEKS and STAAR.

Strategy's Expected Result/Impact: Increased student engagement in rigorous learning experiences.
Students effectively communicate and justify their thinking using academic language.
Increased quality of written responses across all content areas.
Increased percentage of students achieving Meets and Masters on district and state assessments.

Staff Responsible for Monitoring: Principal, APs, Instructional Coach

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on higher-order questioning, Depth of Knowledge (DOK), academic discourse, and writing across the curriculum.	Principal, APs, Instructional Coach	Monthly as needed	
2	Conduct weekly instructional walkthroughs using a campus look-for tool focused on rigorous questioning, student discourse, and writing opportunities.	Principal, APs, Instructional Coach	Weekly	
3	Review student work during PLC meetings to evaluate the level of rigor and alignment to grade-level standards and adjust instruction accordingly.	Principal, APs, Instructional Coach	Weekly	

Title I:
2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen writing across all content areas by implementing consistent writing opportunities that require students to explain, justify, and apply their thinking using evidence.

Strategy's Expected Result/Impact: Students improve written communication and critical thinking skills.
Writing becomes an integral part of daily instruction across all content areas.
Improved performance on constructed-response and extended-response assessment items.
Increased student mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, IC, APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop campus expectations for writing across the curriculum, including daily opportunities for students to write in all content areas.	Principal Instructional Coach APs	Aug - October	
2	Analyze student writing samples during PLC meetings to identify trends, misconceptions, and instructional next steps.	Principal Instructional Coach AP	Weekly	
3	Conduct instructional rounds to monitor implementation of writing strategies and provide coaching feedback.	Principal Instructional Coach AP	Monthly	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 Details	Reviews			
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Strategy 3: Build teacher capacity through job-embedded coaching, collaborative PLCs, and instructional modeling to ensure consistent implementation of rigorous instructional practices.

Strategy's Expected Result/Impact: Increased teacher confidence in delivering rigorous, student-centered instruction.
Greater consistency of instructional practices across classrooms.
Improved classroom observation data.
Increased student achievement and growth across all tested content areas.

Staff Responsible for Monitoring: Principal
APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide instructional coaching cycles that include pre-conferences, classroom observations, modeling, feedback, and reflection.	Principal APs IC	Every 3-4 weeks per teacher	
2	Use PLC meetings to collaboratively plan rigorous lessons, develop exemplar responses, and analyze student work.	Principal APs IC	Weekly	
3	Highlight and share effective instructional practices through peer observations, demonstration classrooms, and faculty learning sessions.	Principal APs IC Teachers	Monthly	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

425

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, Jordan Elementary will increase the percentage of Special Education, Emergent Bilingual, Economically Disadvantaged, and At-Risk students achieving the Meets Grade Level standard through differentiated instruction, targeted interventions, and progress monitoring.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Strengthen differentiated Tier I instruction by implementing research-based instructional strategies, accommodations, and scaffolds to meet the diverse needs of all learners.

Strategy's Expected Result/Impact: Teachers consistently implement differentiated instruction during Tier I instruction.
Students receive appropriate accommodations and instructional supports.
Increased classroom engagement and access to grade-level curriculum.
Increased percentage of Special Education, Emergent Bilingual, Economically Disadvantaged, and At-Risk students meeting grade-level expectations.

Staff Responsible for Monitoring: Principal
APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on differentiation, scaffolding, accommodations, and language supports for diverse learners.	Principal Instructional Coach Special Education Teacher Bilingual/ESL Coordinator District Curriculum	Throughout the school year	
2	Require PLC teams to identify instructional accommodations, scaffolds, and differentiation strategies during collaborative planning.	Classroom Teachers Instructional Coach	Weekly PLC	
3	Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.	Principal APs IC	Weekly	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

427

Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: Implement a systematic intervention and progress-monitoring process that provides targeted academic support based on student performance data.

Strategy's Expected Result/Impact: Students receive timely, targeted intervention based on identified skill deficits.
Intervention groups are adjusted using current data.
Achievement gaps among student groups decrease.
Increased student growth and mastery of grade-level TEKS.
Actions for Implementation

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use common formative assessments, benchmark assessments, and progress-monitoring data to identify students requiring intervention or enrichment.	Teachers IC	Weekly at first then bi-weekly	
2	Provide daily targeted intervention during the campus intervention block and adjust instructional groups based on progress-monitoring results.	Teachers	Daily	
3	Review intervention effectiveness during PLC meetings and monthly MTSS meetings to adjust instructional plans.	Principal APs IC	Weekly in PLCs as needed	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

428

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Strengthen collaboration among general education teachers, Special Education teachers, interventionists, and bilingual/ESL staff to ensure coordinated instructional support and monitoring for all identified student groups.

Strategy's Expected Result/Impact: Increased collaboration among instructional staff.
Consistent implementation of accommodations and intervention plans.
Improved monitoring of student progress.
Increased percentage of targeted student groups achieving the Meets Grade Level standard.

Staff Responsible for Monitoring: Principal
APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule collaborative planning meetings between classroom teachers, Special Education teachers, interventionists, and bilingual/ESL staff to review student progress and instructional supports.	Principal Assistant Principal Special Education Teachers Classroom Teachers	Monthly	
2	Monitor implementation of accommodations, instructional supports, and intervention plans through walkthroughs, lesson plan reviews, and coaching conversations.	Principal Assistant Principal Instructional Coach	Weekly Walkthroughs	
3	Conduct quarterly data reviews to evaluate student group performance and adjust campus support plans based on achievement and growth data.	Principal APs IC	End of each 9 weeks	

Title I:
2.51, 2.52
- TEA Priorities:
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

Problem Statements: Student Achievement 2

429

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause**: Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.

430

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, all Kindergarten through 3rd grade teachers will consistently implement evidence-based literacy instruction aligned to the Science of Teaching Reading and the Texas Essential Knowledge and Skills (TEKS) to increase the percentage of students reading at or above grade level.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Grade 3 Reading Results
District Reading Benchmarks
Common Formative Assessments

Strategy 1 Details

Strategy 1: Strengthen Tier I literacy instruction through systematic lesson internalization, explicit reading instruction, and implementation of research-based literacy practices.

Strategy's Expected Result/Impact: Consistent implementation of high-quality literacy instruction.
Increased student mastery of foundational reading skills and comprehension.
Improved benchmark and common assessment results.
Increased percentage of students reading on grade level.

Staff Responsible for Monitoring: Principal
IC
APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly literacy PLCs focused on lesson internalization, TEKS alignment, and best instructional practices.	Principal IC APs	Weekly	

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Reviews

Formative			Summative
Oct	Jan	Mar	May
			431

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement daily structured literacy routines emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Strategy's Expected Result/Impact: Students develop stronger foundational literacy skills.
Increased reading fluency and comprehension.
Improved reading proficiency by benchmark assessments.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement daily literacy block with protected instructional time.	Teacher	Daily	
2	Monitor literacy instruction through classroom observations.	Principal APs IC	Weekly	

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

432

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Increase family involvement in literacy by providing resources and opportunities to support reading at home.

Strategy's Expected Result/Impact: Increased family participation.
Increased minutes spent reading at home.
Improved student reading achievement.

Staff Responsible for Monitoring: Principal
Teacher
APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Host quarterly Family Literacy Nights.	Principal Teachers Staff	Quarterly	
2	Provide monthly take-home literacy activities.	Teachers	Monthly	

Title I:
2.52
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

433

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the percentage of K-3 students achieving or exceeding their annual i-Ready reading growth goal will increase from 55% to 65%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Reading Intervention Progress Monitoring
Running Records
CFA Results
District Benchmark Assessments
STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Utilize benchmark assessments, and progress-monitoring data to identify students needing intervention.

Strategy's Expected Result/Impact: Students identified early.
Appropriate interventions implemented quickly.
Increased reading growth.

Staff Responsible for Monitoring: APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer universal screeners and benchmark assessments.	Teachers IC	BOY, MOY, EOY	
2	Develop intervention groups using student data.	IC Teacher	Weekly	
3	Review intervention effectiveness during MTSS meetings.	MTSS Team Principal	Monthly / As Needed	

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Provide daily targeted intervention utilizing research-based literacy programs aligned to identified student needs.

Strategy's Expected Result/Impact: Improved foundational literacy skills.
Increased reading fluency.
Increased percentage of students meeting grade-level expectations.

Staff Responsible for Monitoring: APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide daily intervention during the campus intervention block.	Teacher	Daily	
2	Adjust intervention groups based on progress monitoring.	IC Teacher	Weekly as needed	

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Achievement 2, 4

435

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Monitor student reading growth through PLCs and MTSS to ensure instructional adjustments are made based on student progress.

Strategy's Expected Result/Impact: Instruction responds quickly to student needs.
Increased student growth.
Reduced number of students requiring intensive intervention.

Staff Responsible for Monitoring: Principal
IC
APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze reading data during weekly PLC meetings.	Teachers IC	Weekly	
2	Conduct MTSS meetings for struggling readers.	MTTS Team	Monthly	
3	Provide coaching based on student reading data.	IC APs Principal	As Needed	

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

436

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause**: Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.
Problem Statement 4: Students struggle with higher-level questions requiring analysis, justification, and written responses. **Root Cause**: Instruction has not consistently incorporated rigorous questioning, academic vocabulary development, writing across the curriculum, and structured student discourse necessary for mastery-level performance.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, Jordan Elementary will strengthen teacher capacity to deliver high-quality literacy instruction through ongoing professional learning, coaching, collaborative PLCs, and instructional monitoring.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Reading Results
District Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning focused on evidence-based literacy instruction, guided reading, small-group instruction, and reading comprehension strategies.				437

Strategy's Expected Result/Impact: Increased teacher effectiveness.
Improved literacy instruction.
Increased student achievement.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct quarterly literacy training.	Principal, IC, APs	As needed throughout the year	
2	Evaluate implementation through classroom observations.	Principal APs	Weekly	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement instructional coaching cycles focused on literacy instruction, small-group instruction, and differentiated reading practices.

Strategy's Expected Result/Impact: Increased instructional consistency.
Improved teacher confidence.
Higher student reading achievement.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify teachers for coaching based on walkthrough and student data.	Principal APs IC	Monthly	
2	Conduct coaching cycles with modeling, observation, feedback, and reflection.	Principal APs IC	Weekly	

Title I:
2.52

- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

438

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Utilize collaborative PLCs to analyze reading data, calibrate instructional practices, and share effective literacy strategies across grade levels.

Strategy's Expected Result/Impact: Increased collaboration.
Consistent literacy instruction across classrooms.
Improved reading outcomes for all students.

Staff Responsible for Monitoring: Principal
APs
IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Facilitate weekly literacy PLC meetings using the Jordan PLC framework.	Principal APs IC	Weekly 2X	
2	Review student work, benchmark data, and common assessments to identify trends and instructional needs.	Principal APs IC	After Assessments as needed	
3	Monitor PLC implementation through agendas, minutes, and classroom observations.	Principal APs IC	Weekly	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

439

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, Jordan Elementary will increase the percentage of students reporting favorable responses on the Panorama School Connectedness Survey by implementing systems that promote positive relationships, student belonging, and a supportive learning environment.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Student Survey
Student Attendance Data
Campus Climate Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Implement campus-wide relationship-building structures that promote student belonging, positive relationships, and emotional safety.

Strategy's Expected Result/Impact: Students report a stronger sense of belonging.
Increased positive relationships between students and staff.
Improved Panorama School Connectedness results.
Improved student engagement.
Actions

Staff Responsible for Monitoring: Principal
Counselor
Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement daily morning meetings and relationship-building activities in every classroom. Responsible Parties	Principal Counselor Teachers	Daily	
2	Provide professional learning on relationship-centered classroom practices and restorative conversations.	Principal Counselor	as needed throughout the year	
3	Conduct monthly student recognition celebrations highlighting academics, attendance, leadership, and citizenship.	counselor and teachers	Monthly	

Title I:
2.52
- ESF Levers:
Lever 3: Positive School Culture

441

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Strengthen student voice and leadership opportunities to increase ownership and engagement in the school community.

Strategy's Expected Result/Impact: Increased student leadership.
Improved student engagement.
Higher levels of school connectedness.

Staff Responsible for Monitoring: Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct quarterly student forums to gather feedback and improve campus climate.	counselor	Quarterly	

Title I:
2.51, 2.52
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue 442

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, Jordan Elementary will strengthen family and community partnerships to increase student connectedness, engagement, and participation in school activities.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey
Parent Survey
Family Event Attendance
Volunteer Logs
Parent Conference Documentation
Social Media Analytics

Strategy 1 Details

Strategy 1: Increase family engagement through meaningful academic events and two-way communication.

Strategy's Expected Result/Impact: Increased parent participation.
Stronger home-school partnerships.
Improved student engagement.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Host quarterly family engagement events focused on literacy, mathematics, and student learning.	Principal Counselor Teachers	Quarterly	
2	Provide monthly campus communication highlighting academic expectations and ways families can support learning.	Principal Teachers	Monthly	

ESF Levers:
Lever 3: Positive School Culture

Reviews

Formative			Summative
Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Expand partnerships with community organizations and businesses to support student success and school connectedness.

Strategy's Expected Result/Impact: Increased community involvement.
Additional student support resources.
Greater student participation in school activities.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.	Principal Counselor	Throughout the school year	
2	Recognize community partners through campus events and communications.	Principal	Quarterly	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

444

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Jordan Elementary will increase average daily attendance from 94.2% to 95% through proactive attendance monitoring, family engagement, and student recognition.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: ADA Reports
PEIMS Attendance Data
Chronic Absenteeism Reports

Strategy 1 Details

Strategy 1: Implement a campus-wide attendance improvement system focused on early identification and intervention.

Strategy's Expected Result/Impact: Increased average daily attendance.
Reduced chronic absenteeism.
Improved student achievement.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data weekly to identify students at risk for chronic absenteeism.	Attendance Clerk Assistant Principal Counselor	Weekly	
2	Develop attendance intervention plans for identified students.	Counselor APs	As needed	

ESF Levers:
Lever 3: Positive School Culture

Reviews

Formative			Summative
Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Increase student and family awareness of the importance of attendance through incentives and communication.

Strategy's Expected Result/Impact: Improved attendance rates.
Increased family awareness.
Increased student motivation.

Staff Responsible for Monitoring: Principal, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Recognize students with perfect and improved attendance each month.	Counselor	Monthly	
2	Provide regular attendance communication to families.	Counselor Attendance Clerk Teachers	Monthly	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

446

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, Jordan Elementary will decrease exclusionary disciplinary infractions through proactive behavior supports, restorative practices, and consistent implementation of campus behavior expectations.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fewer office referrals.
Improved classroom behavior.
Increased instructional time.

Strategy 1 Details

Strategy 1: Implement a consistent campus-wide positive behavior support system that teaches, reinforces, and recognizes expected behaviors.

Strategy's Expected Result/Impact: Fewer office referrals.
Reduced discipline.
Improved classroom behavior.
Increased instructional time.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teach and reteach campus behavior expectations throughout the year.	Principal Assistant Principal Counselor Teachers	Throughout the year	
2	Implement monthly positive behavior recognition for students demonstrating campus expectations. School Store, Fun Friday	Principal Assistant Principal Counselor Teachers	Monthly	

ESF Levers:
Lever 3: Positive School Culture

Reviews

Formative			Summative
Oct	Jan	Mar	May
			447

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Utilize restorative practices and behavior intervention supports to reduce repeat discipline incidents and improve student self-management.

Strategy's Expected Result/Impact: Reduced repeat behavior incidents.
Improved student self-regulation.
Increased classroom instructional time.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on restorative practices and de-escalation strategies.	Principal, Counselor, SPED Lead	As needed	
2	Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.	Principal, APs	Throughout the year	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

448

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, Jordan Elementary will increase the consistency and quality of Tier 1 instruction by ensuring teachers consistently implement standards-aligned, rigorous instruction that includes clear learning objectives, checks for understanding, academic discourse, and opportunities for students to demonstrate mastery.

Evaluation Data Sources: STAAR, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campus-wide instructional framework focused on standards alignment, rigor, student engagement, and checks for understanding.				449

Strategy's Expected Result/Impact: Teachers will demonstrate greater consistency in instructional practices, resulting in increased student engagement and mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, IC, APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and communicate campus instructional look-fors; provide professional learning on rigorous, standards-aligned instruction; conduct regular walkthroughs; provide timely feedback and coaching based on walkthrough data.	Principal, Assistant Principal, Instructional Coach, Teachers	Ongoing All Year	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Strengthen the use of formative assessment and student evidence during instruction to monitor and respond to learning needs.

Strategy's Expected Result/Impact: Teachers will use real-time evidence of learning to adjust instruction, resulting in more students reaching proficiency on grade-level standards.

Staff Responsible for Monitoring: Principal, APs, IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.	Principal, AP, Instructional Coach, PLC Facilitators, Teachers	Ongoing all year	

Title I:
2.51, 2.52

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

450

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Jordan Elementary will increase student achievement by strengthening differentiated instruction and ensuring that instruction is responsive to the academic needs of all learners, including students requiring intervention, enrichment, scaffolds, and additional supports.

Evaluation Data Sources: STAAR, Checkpoints, PLC DATA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish a consistent campus process for differentiating instruction based on student performance data and identified learning needs. **Strategy's Expected Result/Impact:** Teachers will consistently provide targeted supports and enrichment, resulting in increased student mastery and reduced achievement gaps among student groups. **Staff Responsible for Monitoring:** Principal				451

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.	Principal, AP, Instructional Coach, Special Education Staff, Teachers	Ongoing all year	

Title I:
2.52
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Demographics 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement a systematic intervention and enrichment cycle that provides students with timely opportunities for reteaching, practice, and extension.

Strategy's Expected Result/Impact: Students will receive timely instructional responses to identified needs, resulting in increased mastery and greater opportunities for students already demonstrating proficiency to reach higher levels of learning.

Staff Responsible for Monitoring: Principal, IC, APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.	Principal, AP, Instructional Coach, Teachers, Intervention Staff	Ongoing throughout the year	

Title I:
2.51, 2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

452

Problem Statements: Curriculum, Instruction, and Assessment 5

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Sixty-six percent (66.7%) of Barbara Jordan Elementary students are economically disadvantaged, creating increased academic and social-emotional support needs that may impact student achievement. **Root Cause**: Many students experience barriers associated with poverty, including limited access to academic resources, enrichment opportunities, and consistent learning support outside of school, requiring additional targeted interventions during the school day.
Curriculum, Instruction, and Assessment
Problem Statement 5: Intervention and enrichment opportunities are not consistently aligned to individual student needs. **Root Cause**: Assessment data and progress-monitoring systems are not consistently used to identify skill deficits and provide timely, targeted instructional support.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Jordan Elementary will increase the percentage of classrooms demonstrating high levels of student engagement, academic ownership, and higher-order thinking through purposeful questioning, academic discourse, writing, collaboration, and student reflection.

Evaluation Data Sources: STAAR, Checkpoints, PLC DATA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Build teacher capacity to facilitate higher-order thinking, academic discourse, questioning, and student-centered learning.				453

Strategy's Expected Result/Impact: Students will engage more frequently in meaningful academic conversations, problem solving, analysis, and application of grade-level content.

Staff Responsible for Monitoring: Principal, APs, IC

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.	Principal, AP, Instructional Coach, Teachers	Throughout the year	

Title I:
2.52

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Increase opportunities for students to take ownership of their learning through goal setting, reflection, self-assessment, and demonstration of learning.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding of learning expectations and greater ownership of their academic progress.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.	Principal, AP, Instructional Coach, Teachers	Ongoing	

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

454

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Jordan Elementary will increase overall student attendance and reduce chronic absenteeism by implementing a proactive, campus-wide attendance system that identifies barriers to attendance and provides timely interventions and family support.

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a proactive attendance monitoring and intervention process to identify students at risk for chronic absenteeism. **Strategy's Expected Result/Impact:** Students identified as at risk for chronic absenteeism will receive timely interventions, resulting in improved attendance and reduced chronic absenteeism. **Staff Responsible for Monitoring:** Principal, APs, Teachers, Clerk				455

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.	Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor	Throughout the year	

Title I:
2.53
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Develop positive attendance initiatives that recognize and reinforce regular attendance and build a culture where students understand the importance of being at school every day.

Strategy's Expected Result/Impact: Students and families will have increased awareness of the importance of attendance, resulting in improved daily attendance and student engagement.

Staff Responsible for Monitoring: Principal, APs, Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.	Principal, AP, Counselor, Teachers	Ongoing	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

456

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Jordan Elementary will strengthen school connectedness by ensuring students have meaningful relationships with adults, opportunities to participate in campus activities, and a sense of belonging and ownership within the school community.

Evaluation Data Sources: Family and Student Survey

Strategy 1 Details

Strategy 1: Implement systems that strengthen positive relationships between students and adults and ensure every student has a trusted adult on campus.

Strategy's Expected Result/Impact: Students will report increased feelings of belonging, safety, and connection to school, resulting in stronger engagement and participation in learning.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.	Counselor, Teachers, AP, Principal	Aug. 2026-May 2027	

ESF Levers:
Lever 3: Positive School Culture

Reviews

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Increase student participation in leadership, recognition, clubs, activities, and campus traditions that promote belonging and school pride.

Strategy's Expected Result/Impact: Students will have increased opportunities to contribute to the school community and develop a stronger sense of belonging and pride in being a Jordan Jaguar.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.	Principal, AP, Counselor, Teachers	Sept. 2026-May 2027	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

458

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Jordan Elementary will strengthen a positive, safe, and supportive school culture by implementing consistent expectations, proactive behavior supports, and restorative responses that reduce discipline referrals from 114 to under 100 and increase positive student behavior.

Evaluation Data Sources: Discipline referral Data, Staff Survey

Strategy 1 Details

Reviews

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Strategy 1: Implement consistent campus-wide behavior expectations and positive behavior supports across classrooms and common areas.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding of behavioral expectations, resulting in fewer discipline incidents and more consistent positive behavior across the campus.

Staff Responsible for Monitoring: APs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.	Principal, AP, Counselor, Teachers	Aug. 2026-May 2027	

ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: Use discipline and behavior data to provide targeted interventions and restorative support for students demonstrating recurring behavioral concerns.

Strategy's Expected Result/Impact: Students with recurring behavioral concerns will receive timely, individualized support, resulting in improved behavior and fewer repeat discipline incidents.

Staff Responsible for Monitoring: AP

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/ check-ins; implement restorative conversations and monitor student progress.	AP, Counselor, Teachers, Behavior Support Staff	Throughout the year	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

460

Board Goal 5: Culture of Excellence

Performance Objective 4: By May 2027, Jordan Elementary will increase meaningful family and community engagement by strengthening two-way communication, increasing family participation in campus events and learning opportunities, and developing partnerships that support student success.

Evaluation Data Sources: Family Survey, Participation and family engagement in School events.

Strategy 1 Details

Strategy 1: Strengthen two-way communication with families to ensure parents and caregivers are informed, welcomed, and actively involved in their child's education.

Strategy's Expected Result/Impact: Families will have increased awareness of student learning, campus expectations, and available supports, resulting in stronger family-school partnerships.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.	Principal, AP, Teachers, Counselor	Throughout the year	

ESF Levers:
Lever 3: Positive School Culture

Reviews

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Increase family participation in campus events, academic activities, and opportunities to support student learning.

Strategy's Expected Result/Impact: More families will participate in campus activities and learning opportunities, strengthening the partnership between home and school and supporting student achievement.

Staff Responsible for Monitoring: Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.	Principal, AP, Family Engagement Coordinator, Teachers	All year	

ESF Levers:
Lever 3: Positive School Culture

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Blackshear Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

The Mission of Blackshear Elementary is to instill a GROWTH Mindset among all staff members and students, so that all students are encouraged and empowered to achieve their goals.

Vision

“Every Bobcat grows, learns, and achieves their goals.”

Value Statement

“We value growth, respect, responsibility, safety, perseverance, and teamwork, knowing that every Bobcat has the potential to learn, grow, and succeed.”

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 25 % to 35%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: IReady Diagnostic Reports
Checkpoints
Read 180 and ST math for HB3 1416 students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear Elementary will implement Opportunity Culture through Multi-Classroom Leaders (MCLs) who lead weekly PLCs, analyze student data, and support teachers through coaching and feedback. PLCs will focus on TEKS alignment, student work, identifying learning gaps, and planning targeted instruction. Campus leaders and MCLs will use SIBME to provide ongoing observation, feedback, and coaching aligned to campus instructional priorities. Leadership will also monitor i-Ready progress weekly, including usage, lesson completion, and lessons passed, to identify students needing additional support and ensure progress toward growth goals. **Strategy's Expected Result/Impact:** IReady Diagnostics increasing from BOY to EOY Checkpoints at Approaches and Meets ST math for HB3 1416 kids - completion of lessons and growth **Staff Responsible for Monitoring:** MCLS Principals Teachers				467

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.	MCLs Principals	weekly from September - May	

Title I:
2.51, 2.52
- **TEA Priorities:**
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

Problem Statements: Student Achievement 1

Funding Sources: Blackshear Elementary's final Title I allocation is $141,957. The entire allocation will be used to fund Opportunity Culture. - Title One School- Improvement - $141,957

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 teachers will provide targeted interventions for Special Education, Emergent Bilingual, and other at-risk students through a comprehensive system of support. HB1416 students in grades 3-5 will participate in ST Math and targeted tutoring three times per week for 20-30 minutes, while all K-5 students will utilize i-Ready Math for at least 20 minutes, three times per week. All instruction will align with the ECISD Math Framework, and two math specialists will provide small-group interventions for identified 4th and 5th grade students 2-3 times per week.				468

Strategy's Expected Result/Impact: Iready Growth BOY to MOY
Checkpoints scoring at meets level

Staff Responsible for Monitoring: Principals
MCLs
Teachers
Math Specialists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Leadership team monitor intervention implementation and student progress during weekly leadership meetings by reviewing attendance, i-Ready usage and lesson pass rates, ST Math progress, and formative assessment results to adjust instructional supports and interventions for at-risk students.	Math Specialists Teachers	September - May - weekly	

Title I:
2.51, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- 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

Problem Statements: Student Achievement 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 32% to 37 %.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Diagnostic IReady Reports
Checkpoints
Read 180 and ST for HB3 1416 students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Campus leadership and Multi-Classroom Leaders (MCLs) will implement a Data-Driven Instruction process through weekly Professional Learning Communities (PLCs). PLCs will focus on internalizing TEKS through Know show charts, analyzing student work, identifying misconceptions, and developing targeted instructional responses to ensure mastery of learning objectives. Leadership and MCLs will utilize the Observation and Feedback coaching cycle in SIBME to provide teachers with ongoing support, actionable feedback, and professional growth opportunities aligned to instructional priorities.

Additionally, leadership teams will monitor student progress in i-Ready on a weekly basis, including program usage minutes, lesson completion rates, and the percentage of lessons passed, to ensure students are meeting growth expectations and receiving timely interventions when needed.

Strategy's Expected Result/Impact: Growth in RLA Iready
Checkpoints at Approaches and Meets

Staff Responsible for Monitoring: MCLs
Teachers
Leadership

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.	MCLs Principals	weekly Sept. - May	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
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

Problem Statements: Student Achievement 1

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Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: K-5 classroom teachers will provide targeted interventions for at-risk students, with a focus on Special Education, Emergent Bilingual, and HB1416 students. Students requiring additional support will participate in Read 180, IReady RLA and targeted tutoring sessions for 20-30 minutes, three times per week. Teachers will continue personalizing instruction. Instruction will align with the ECISD ELAR Framework to ensure high-quality Tier I instruction, language development supports, and equitable access to grade-level content for all learners.

Strategy's Expected Result/Impact: IReady lessons passed at 70% or higher (2-3 lessons a week)
IReady monthly progress for Bilingual Students
Checkpoint monitoring meets percentage

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will identify Special Education, Emergent Bilingual, and HB1416 students using beginning-of-year assessment data and develop intervention groups, schedules, and progress-monitoring plans during PLC meetings.	Teachers MCLs	August-Sept. 1	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

471

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 16% to 23 %.

Evaluation Data Sources: Checkpoint Data
PENDA reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.				472

Strategy's Expected Result/Impact: Checkpoints monitoring meets percentage
PENDA usage and growth report

Staff Responsible for Monitoring: MCLs
Principals
Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions.	Science Teachers	Sept. - May	

Title I:
2.51, 2.52
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: School Organization 1

Strategy 2 Details	Reviews			
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Strategy 2: Teachers will utilize data from common assessments, benchmarks, and formative assessments to identify student misconceptions and provide targeted small-group interventions, tutorials, and enrichment opportunities to increase mastery and growth for all students, with a focus on students approaching the Meets level.

Strategy's Expected Result/Impact: Checkpoints at Meets level
PENDA data passing at 70%

Staff Responsible for Monitoring: Teachers
MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals.	Teachers MCLS Principal	every 3 weeks	

Title I:
2.51, 2.52
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1

473

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause**: Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving meet or exceed their READING BOY score will increase by 10% in i-Ready RLA for K-3 from BOY to EOY.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Iready RLA Diagnostic and weekly usage and lessons passed reports

Strategy 1 Details

Strategy 1: K-3 teachers will provide data-driven small-group reading instruction based on i-Ready diagnostic results, targeting foundational literacy skills, vocabulary development, and comprehension to accelerate student growth.

Strategy's Expected Result/Impact: Growth on IReady RLA

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	K-3 teachers will analyze i-Ready diagnostic and lesson data during PLCs every week to form flexible small groups, plan targeted reading instruction, and monitor student progress in foundational skills, vocabulary, and comprehension.	Teachers	weekly from Sept. - May	

Title I:
2.51, 2.52

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

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

Problem Statements: Student Achievement 1

Reviews

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Strategy 2 Details	Reviews			
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Strategy 2: Students in grades K-3 will utilize i-Ready Reading for a minimum of 20-30 minutes, three times per week, with teachers and administrators monitoring usage, lesson completion, and pass rates to ensure students are on track to meet their growth goals.

Strategy's Expected Result/Impact: IReady RLA growth
Completion of lessons passed at 70% or higher

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth.	Teachers	weekly Sept. - May	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1

475

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the percentage of 3rd grade students performing at the Meets Grade Level standard or above on STAAR Reading will increase from 32% to 37%, supporting the district goal of increasing Meets performance across all tested content areas from 35% to 48% by May 2029.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: IReady RLA
RLA Checkpoint data

Strategy 1 Details

Strategy 1: 3rd grade teachers will implement the ECISD ELAR Framework with fidelity, utilizing high-quality Tier I instruction, Habits of Discussion, text-dependent questions, vocabulary development, and written responses aligned to grade-level TEKS and STAAR expectations.

Strategy's Expected Result/Impact: Growth IReady RLA BOY to MOY to EOY
STAAR Meets growth in percentage

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership and MCLs will conduct weekly classroom observations, lesson plan reviews, and PLC data meetings to monitor implementation of the ECISD ELAR Framework, ensuring daily intervention, text-dependent questioning, vocabulary instruction, and written responses are consistently aligned to grade-level TEKS and STAAR expectations.	MCLs Principals	weekly Sept. - May	

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1 - School Organization 1

Reviews

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Teachers will use formative assessments, common assessments, and i-Ready Reading data to identify student needs and provide targeted small-group interventions, tutoring, and progress monitoring for students performing below the Meets standard, with a focus on reading comprehension and evidence-based constructed responses.

Strategy's Expected Result/Impact: Growth on IReady RLA
Growth on STAAR Meets percentage

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses.	MCLs	weekly Sept. - May	

Title I:
2.51, 2.52

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

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

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

477

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

Curriculum, Instruction, and Assessment

Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause**: Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

478

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: 100% of students in grades 3-5 will demonstrate increased college readiness by consistently applying AVID strategies to organize, engage with, and take ownership of their learning.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details

Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.

Strategy's Expected Result/Impact: AVID Evidence- Site team checks for binders, planners with 100% of classroom teachers implementing
Improved organizational skills with decreasing teacher as the year progresses
Two-way communication between school and home

Staff Responsible for Monitoring: Classroom Teachers
AVID Site Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a weekly binder and planner check routine to monitor student organization, provide feedback, and ensure students are accurately recording assignments, important dates, and maintaining organized materials.	Teachers	Weekly August-May	
2	Model and explicitly teach organizational strategies during classroom instruction, including how to update planners daily, prioritize tasks, and maintain an organized binder system for academic success.	Teachers	Weekly August-May	

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Family and Community Engagement 1 - School Organization 1

Reviews

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation.				
Strategy's Expected Result/Impact: PLC Agendas- Increased rigor of classroom instruction through AVID/WICOR strategies RLA Checkpoint Data writing proficiency **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide a focused AVID/WICOR strategy training every nine weeks during faculty meetings or PLCs, including modeling, classroom examples, and resources teachers can immediately implement.	AVID Site Team	Every Nine Weeks August-May	
2	Conduct classroom walkthroughs and collect implementation evidence each nine weeks to monitor use of the shared AVID/ WICOR strategy, provide feedback.	AVID Site Team	Every Nine Weeks August-May	

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Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

Curriculum, Instruction, and Assessment

Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Family and Community Engagement

Problem Statement 1: Despite a student population that is 92% economically disadvantaged and predominantly Hispanic (80%) and Black (14%), the campus continues to experience low family attendance at academic school nights and other school-related events. This lack of engagement presents a barrier to building strong school-home partnerships that are critical to improving student academic outcomes. **Root Cause**: High levels of economic disadvantage, competing family responsibilities, transportation challenges, and limited awareness of the impact of family engagement on student achievement have contributed to low parent participation in academic events and school activities.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause**: Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, School Connectedness will increase from 69% in Spring 2026 to 72% in Spring 2027, as measured by Panorama.

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Emergent Tree will be implemented daily for 10 minutes to ensure students learn the Core Values, and reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.				482

Strategy's Expected Result/Impact: Reduce Discipline Referrals
Build Positive relationships
Increase school climate and morale

Staff Responsible for Monitoring: Teachers
Counselor
SEL Site Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor discipline referrals and classroom implementation monthly to identify behavior trends, celebrate positive behavior, and provide targeted reteaching or support to reduce discipline referrals by 10% and strengthen student-teacher relationships.	Principals MCLs	Aug. 2026 - May 2027	

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Demographics 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Character ED lessons will be implemented two times a month 45 minutes each lesson by the counselor.

Strategy's Expected Result/Impact: Development of Positive Relationships
Increased Problem-Solving Skills

Staff Responsible for Monitoring: Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support.	Counselor Principals	Aug. - May 2027	

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The campus serves a diverse student population composed of approximately 80% Hispanic, 15% Black, 4% White, and 1% Other. Despite efforts to create an inclusive and supportive learning environment, the school is facing challenges related to student attendance and disciplinary equity. The current average student attendance rate is 92.3%, falling short of the campus goal of 95%. **Root Cause**: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

School Culture and Climate

Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 92.9% to 93.5%

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance - 92.9% of student daily attendance in 2026 - 2027 Goal: 93.5%

Strategy 1 Details

Reviews

Formative			Summative
Oct	Jan	Mar	May
			484

Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Truancy Form

Strategy's Expected Result/Impact: Increased Attendance Rate

Staff Responsible for Monitoring: Classroom Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance.	Teachers Principals	Aug. - May 2027	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Teachers will hold attendance celebrations for students with Perfect Attendance each 9 weeks.

Strategy's Expected Result/Impact: Increased Attendance Rate

Staff Responsible for Monitoring: Grade level Attendance Liaisons

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor 9 week Attendance Identify Perfect Attendance Students	Teachers	Aug. - October	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

485

Demographics

Problem Statement 1: The campus serves a diverse student population composed of approximately 80% Hispanic, 15% Black, 4% White, and 1% Other. Despite efforts to create an inclusive and supportive learning environment, the school is facing challenges related to student attendance and disciplinary equity. The current average student attendance rate is 92.3%, falling short of the campus goal of 95%. **Root Cause**: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, increase school connectedness by ensuring at least 90% of students participate in college, career, and future-readiness activities, including career awareness, student leadership opportunities, and Emergent Tree Core Value mini-lessons.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen school connectedness by creating consistent opportunities for every student to feel known, valued, supported, and connected to their school community. Through student leadership opportunities, engagement in the Four Houses, and daily Emergent Tree Core Value mini-lessons, students will build positive relationships with peers and adults, develop a sense of belonging, and see how their strengths and goals connect to their future.				486

Strategy's Expected Result/Impact: Increase School Connectedness Score
Staff Responsible for Monitoring: Principals
Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement the Four Houses - Students placed in Houses	Principals MCLs	Sept. - Oct. 2026	

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

487

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 5: By May 2027, Blackshear Elementary will implement the Emergent Tree behavior framework with fidelity to decrease discipline referrals related to behavior by 10% from the 2025-2026 baseline through consistent teaching, modeling, and reinforcement of schoolwide behavior expectations.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Walk Throughs to Monitor roll out

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				488

Strategy 1: Implement the Emergent Tree schoolwide through daily 5-10 minute mini-lessons that explicitly teach, model, practice, and reinforce the campus core values of Respect, Responsibility, and Safety. Provide teachers with a consistent weekly lesson sequence and behavior expectations, while using walkthroughs, discipline data, and teacher feedback to monitor implementation and make adjustments as needed.

Strategy's Expected Result/Impact: Decrease in Referrals
Increase in School Connectedness Percent Score

Staff Responsible for Monitoring: Principals
MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teach and reinforce one behavior expectation each week. Conduct classroom walkthroughs to monitor consistent implementation. Review discipline referral data during PLCs/ Campus Improvement Team meetings. Celebrate classrooms and students demonstrating the core values.	Teachers Principals	Sept. 2026- May 2027	
2	Introduce the Emergent Tree framework and expectations to all staff. Provide teachers with weekly mini-lessons and supporting materials.	ET Team	August 2026- Sept. 2026	✓

Title I:
2.52, 2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

Evaluation Data Sources: IReady Diagnostics increasing from BOY to EOY
Checkpoints at Approaches and Meets
Read 180 and ST math for HB3 1416 kids - completion of lessons and growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement data-driven small group instruction and provide targeted interventions based on SCA/benchmark assessments.				
Strategy's Expected Result/Impact: iReady Growth BOY to MOY Checkpoint % scoring at meets level **Staff Responsible for Monitoring:** Classroom Teachers Principal MCL Assistant Principal				490

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze Checkpoints and benchmark assessment data during PLCs to identify student learning gaps and group students by specific TEKS/skill needs. Provide targeted small-group instruction and interventions based on identified needs, and monitor student progress regularly to adjust groups and instruction as needed.	MCLs Teachers	Sept. - Oct. 2026 ongoing	

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Strengthen cross-curricular literacy by embedding reading, writing, and academic vocabulary strategies in all core content areas (RLA, Math, Science, Social Studies).

Strategy's Expected Result/Impact: iReady Growth BOY to EOY
Checkpoint % scoring at meets level

Staff Responsible for Monitoring: MCLs
Teachers
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor implementation through PLCs and classroom walkthroughs and provide feedback to ensure teachers are consistently embedding reading, writing, and academic vocabulary into daily instruction.	Principals MCLs	Aug. - May 2027	

Title I:
2.51, 2.53

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Student Achievement 1

491

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause**: Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

492

Board Goal 4: Classroom Excellence

Performance Objective 2: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Sibme Walkthroughs and coaching
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching. **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction Internalized Lesson Plans & Practices iReady Growth BOY to MOY Checkpoint monitoring Scoring at meets level **Staff Responsible for Monitoring:** Principals MCLs Teachers				493

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity.	Principals	Aug. - May 2027	

Title I:
2.52
- 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
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Establish a structured peer observation and ensure the use of the instructional coaching cycle to promote consistent use of evidence-based practices across classrooms.

Strategy's Expected Result/Impact: Effective Tier 1 Instruction
Internalized Lesson Plans & Practices
iReady Growth BOY to MOY
Checkpoint monitoring Scoring at meets level

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement the instructional coaching cycle through pre-conferences, classroom observations, feedback, and follow-up support to ensure consistent use of evidence-based instructional practices. SEE IT NAME IT DO IT	MCLs	Sept. - May 2027	

Title I:
2.53
- TEA Priorities:
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

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

494

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.

Evaluation Data Sources: Surveys
Behavior Reports
Checkpoint/iReady Data
Walk Throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Integrate student-centered instructional strategies such as AVID and cooperative learning, Blended Learning, and use of technology.

Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports
iReady Growth BOY to MOY
Checkpoint scoring at meets level
Engaging Lessons

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Blended Learning training by Rojo	A. Rojo	Aug. 4 and Aug. 26	✓
2	AVID overview and WICOR Strategies review	Reddell	Aug. 6	✓

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: School Culture and Climate 1

495

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Integrate structured student voice through Habits of Discussion into daily lessons to promote active participation and ownership of learning.

Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports
iReady Growth BOY to MOY
Checkpoint scoring at meets level
Engaging Lessons

Staff Responsible for Monitoring: Teachers
MCLs
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Habits of Discussion in daily lessons to provide structured opportunities for all students to share ideas, respond to peers, use academic language, and take ownership of their learning.	MCLs	Aug. - May 2027	

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Student Achievement 1

496

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. **Root Cause**: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels, with 90% of students consistently demonstrating Safe, Respectful, and Responsible behaviors by the end of the 2026-2027 school year.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (House System, Emergent Tree and CHAMPS) Framework **Strategy's Expected Result/Impact:** Decrease in Referrals Engaged and Positive learners **Staff Responsible for Monitoring:** Administrators Teachers MCLs				497

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Emergent Tree Roll - out	Site Team	Aug. 6	✓

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Incorporate regular Social-Emotional Learning (SEL) lessons and restorative practices to proactively support positive behavior and reinforce expectations.

Strategy's Expected Result/Impact: reduce repeated misbehaviors\
increase student accountability\
foster a respectful and safe learning environment

Staff Responsible for Monitoring: Teachers\
Counselor\
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement daily Core Value mini lessons and Character Ed lesson to teach self-management, positive relationships, conflict resolution, and responsible decision-making while proactively addressing student behavior and reinforcing campus expectations.	Counselor Teachers	Aug. - May	

Title I:\
2.51, 2.53

- TEA Priorities:\
Improve low-performing schools

- ESF Levers:\
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1

498

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 5: Culture of Excellence

Performance Objective 2: Recognize and celebrate student and staff achievements through regular school-wide and classroom-level acknowledgments, with 90% of students and staff reporting that they feel recognized and valued by the end of the 2026-2027 school year.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards, House Awards). **Strategy's Expected Result/Impact:** Track number of students recognized Staff and Student Feedback **Staff Responsible for Monitoring:** Administrators Teachers				499

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement consistent student recognition programs, including Student of the Month, Most Improved, Character Trait Awards, and House Awards, to celebrate positive behavior, growth, character, and student contributions to the school community.	Teachers Couselor	Sept. - May	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Encourage teachers to embed daily and weekly acknowledgment routines within their classrooms.

Strategy's Expected Result/Impact: Strengthens student-teacher relationships
Builds a positive classroom culture
Decrease in referrals and repeat behaviors

Staff Responsible for Monitoring: Teachers
Counselors
Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish classroom acknowledgment routines and expectations during the first weeks of school, including specific praise, positive shout-outs, and recognition of students demonstrating campus Core Values.	Teachers	Aug. 11-31	
2	Monitor classroom implementation through walkthroughs and PLCs, and encourage teachers to consistently recognize positive behavior, growth, effort, and student contributions each day and week.	Principals	Aug. - May	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1

500

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student leadership, voice, and involvement in campus activities--including House Systems, peer mentoring, and Bobcat of the Month--to increase School Climate responses on the Panorama Survey from 54% to at least 59% by the end of the 2026-2027 school year.

Evaluation Data Sources: Panorama Survey 5% increase in ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand Student Leadership Opportunities through House System. **Strategy's Expected Result/Impact:** Students develop ownership, responsibility, and leadership skills while contributing to a culture of excellence across the school. **Staff Responsible for Monitoring:** Teachers Principals Counselor				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Designate Students to Houses	Teachers	Sept-Oct 2026	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

501

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement Student-Led Events and Initiatives such as House Competitions, Student led morning announcements, Spirit days, and Career Day.

Strategy's Expected Result/Impact: Increased student engagement and pride in school accomplishments, fostering a stronger, student-driven culture of excellence.

Staff Responsible for Monitoring: Principals
Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide students with structured opportunities to plan, lead, and participate in campus events, House activities, service projects, and student voice initiatives to strengthen leadership skills, school pride, and connectedness by creating a yearly calendar.	Counselor House Leads	September 30, 2026	

Title I:
2.52, 2.53
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

No Progress Accomplished Continue/Modify Discontinue

502

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Ector County Independent School District

Blanton Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



503

Mission Statement

Blanton Elementary is committed to preparing all students for college and life by delivering a rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

At Blanton, we treat people with Love, respect, and Kindness to keep everyone safe.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

504

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505

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By 26-27, 3rd - 5th grade students will increase the meets standards on reading from 47% to 50%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 classroom teachers will target at-risk populations utilizing Read 180 for 1416 kids, small group instruction, and targeted tutoring for K-1 students three times a week for 20-30 minutes provided by a part-time tutor; Teachers will adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in students' individual learning pathways IReady lessons passed at 70% or higher (2-3 lessons a week) **Staff Responsible for Monitoring:** Teachers, instructional coach, Principal Assistant Principal **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - Title One School-wide - $13,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional coach will lead weekly PLCs, support lesson internalization, model effective instructional practices, analyze student data, and provide observation-and-feedback coaching cycles to increase instructional effectiveness and student achievement. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Instructional Coach Assistant Principal and Principal **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - Title One School-wide - $75,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Teachers, instructional coach, assistant principal, and Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 2				507

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. **Root Cause**: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

Student Achievement

Problem Statement 2: In 25-26, only 34% of 3rd grade students were on grade level in Math according to STAAR. **Root Cause**: Instruction has not consistently provided the level of rigor, differentiation, and targeted acceleration needed for students to progress from the Approaches performance level to the Meets and Masters performance levels. Inconsistent use of data to plan enrichment and higher-order instructional tasks has limited student growth at the upper performance levels.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 47% to 50%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 classroom teachers will target at-risk populations utilizing Read 180 for 1416 kids, small group instruction, and targeted tutoring for K-1 students three times a week for 20-30 minutes provided by a part-time tutor; Teachers will adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in students' individual learning pathways IReady lessons passed at 70% or higher (2-3 lessons a week) **Staff Responsible for Monitoring:** Teachers, instructional coach, and leadership team. **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - Title One School-wide - $13,000				509

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data-driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Instructional Coach Assistant Principal & Principal **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $75,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Teachers, instructional coach and leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				510

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 7% to 23%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Checkpoint Data, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data-driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Teachers, instructional coach, Assistant Principal & Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				511

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady progress and Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Teachers, instructional coach, Principal, & Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The instructional coach will lead weekly PLCs, support lesson internalization, model effective instructional practices, analyze student data, and provide observation-and-feedback coaching cycles to increase instructional effectiveness and student achievement **Strategy's Expected Result/Impact:** Teachers will see an increase in students' understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.51 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				512

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: By the end of the 2026-2027 school year, 100% of K-5 teachers will implement interactive notebooks in reading, mathematics, and science to increase student engagement, promote active learning, and strengthen students' ability to organize, process, and apply grade-level content **Strategy's Expected Result/Impact:** Develop campus-wide expectations and common notebook components to ensure consistency across grade levels. Incorporate interactive notebook activities into weekly lesson plans that align with the TEKS and district curriculum. Use interactive notebooks to support vocabulary development, note-taking, problem-solving, reflection, and formative assessment **Staff Responsible for Monitoring:** Administration Instructional coach **Title I:** 2.51, 2.52 **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

513

Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 34% to 40%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Administration Instructional coach **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				514

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** administration Instructional coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: By the end of the 2026-2027 school year, 100% of K-5 teachers will implement interactive notebooks in reading, mathematics, and science to increase student engagement, promote active learning, and strengthen students' ability to organize, process, and apply grade-level content. **Strategy's Expected Result/Impact:** Develop campus-wide expectations and common notebook components to ensure consistency across grade levels. Incorporate interactive notebook activities into weekly lesson plans that align with the TEKS and district curriculum. Use interactive notebooks to support vocabulary development, note-taking, problem-solving, reflection, and formative assessment **Staff Responsible for Monitoring:** Adminisistration Instructional coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

515

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Although Blanton Elementary has established strong systems for supporting teachers through instructional coaching, mentoring, and staff recognition, staffing data indicates a continued need to strengthen teacher recruitment, certification, and retention efforts. Approximately 66.7% of teachers have five or fewer years of experience, and the campus employs 7 international teachers, 4 IF & 3 DOI. **Root Cause**: Teacher shortages have increased the campus's reliance on beginning, international, and alternatively certified teachers, creating a need for ongoing coaching, mentoring, and professional learning to ensure high-quality instruction and improve retention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 32 % to 37%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3 teachers will utilize i-Ready diagnostic and progress-monitoring data during PLCs to identify skill gaps, plan differentiated small-group instruction, and provide targeted reading intervention aligned to individual student needs. **Strategy's Expected Result/Impact:** Increased student growth in foundational literacy and comprehension skills, resulting in a higher percentage of K-3 students meeting or exceeding their i-Ready Reading growth goals. **Staff Responsible for Monitoring:** Administration Instructional coach K-3 Teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				516

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased percentage of students meeting their Reading goal in i-Ready Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback **Staff Responsible for Monitoring:** IC Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title One School-wide - $75,000				517

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. **Root Cause**: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

Curriculum, Instruction, and Assessment

Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Student Panorama data will increase from 75% to 80%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Decrease in discipline issues and an increase in student's perception of belonging. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				518

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. **Strategy's Expected Result/Impact:** Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Celebration Committee will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies. Teachers will make phone calls or send home messages, and hold student conferences. **Strategy's Expected Result/Impact:** Increased confidence in self and increase motivation to continue to improve **Staff Responsible for Monitoring:** Staff **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

519

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 93.6% to 95% by the end of 2026-2027 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Attendance Committee will review attendance data monthly to identify students who are at risk for chronic absenteeism and provide timely, targeted support. The committee will work closely with teachers, staff, and families to identify and address barriers to regular attendance, document interventions, and monitor student progress. Attendance trends will be reviewed at the individual, grade-level, and campus levels to ensure Blanton remains focused on reaching and maintaining the campus goal of 95% attendance. **Strategy's Expected Result/Impact:** At Blanton Elementary, early identification and timely intervention will help reduce chronic absenteeism, strengthen communication and partnerships with families, and improve overall student attendance. Our goal is to ensure every student has consistent access to instruction and the opportunity to be successful each day. **Staff Responsible for Monitoring:** Administration Counselor Attendance Committee **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				520

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: At Blanton Elementary, we will implement a schoolwide attendance recognition program that celebrates both excellent and improved attendance. Students, classrooms, and grade levels will be recognized through weekly attendance challenges, nine-week recognition, certificates, incentives, and campus celebrations. These efforts will promote consistent attendance, encourage students to make coming to school a priority, and reinforce the importance of being present, engaged, and ready to learn each day. **Strategy's Expected Result/Impact:** Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. **Staff Responsible for Monitoring:** Administration Counselor Attendance Committee **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. **Root Cause**: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently **Root Cause**: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 18% to 16%

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 staff will consistently implement the campuswide behavior framework (Emergent Tree) and explicitly teach, model, reinforce, and recognize positive student behaviors aligned with campus expectations: Be Safe, Be Respectful, and Be Responsible **Strategy's Expected Result/Impact:** Increased positive student behavior and consistent implementation of behavioral expectations, resulting in fewer office referrals and exclusionary disciplinary consequences. **Staff Responsible for Monitoring:** Administration Counselor Classroom Teachers Behavior Systems Team (Emergent tree) **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1				522

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: At Blanton Elementary, campus discipline data will be reviewed regularly to identify behavior trends, students who may need additional support, and opportunities for early intervention. Our goal is to address concerns early, build positive relationships, and provide students with the tools they need to be successful. Based on individual needs, students may receive targeted supports such as check-in/check-out, behavior goal setting, restorative conversations, counseling and support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Blanton staff will work collaboratively with students and families to monitor progress, adjust interventions, and promote a safe, respectful, and supportive learning environment where every student can succeed. **Strategy's Expected Result/Impact:** At Blanton Elementary, we will work to reduce repeated discipline referrals and exclusionary disciplinary incidents through early identification, positive relationships, and targeted behavioral interventions. Students will receive the support they need to develop positive behaviors, strengthen their sense of belonging and connection to school, and maximize their time engaged in meaningful classroom instruction. Our goal is to create a safe, supportive environment where students can learn, grow, and succeed. **Staff Responsible for Monitoring:** Administration Counselor **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

523

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. **Root Cause**: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently **Root Cause**: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family participation in academic nights, school events, PTA membership, and volunteer opportunities. This limited engagement reduces opportunities to build strong school-home partnerships that support student achievement, foster a positive campus culture, and strengthen collaboration between families and the school community. Increasing family involvement **Root Cause**: Many families face barriers to school involvement, including demanding work schedules & multiple jobs. Family engagement is limited by demanding work schedules, competing extracurricular commitments, and low participation in PTA and volunteer opportunities. Flexible engagement options and consistent communication are needed to increase family involvement and strengthen school-home partnership.

524

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, favorable Panorama School Climate results will increase from 59% to 67% through consistent implementation of campuswide expectations, positive recognition, and relationship-building systems.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Celebration Committee will recognize student growth or achievement through competitions and rewards, such as celebrations or ceremonies. Teachers will make phone calls or send home messages, and hold student conferences. **Strategy's Expected Result/Impact:** Increased confidence in self and increased motivation to continue to improve. **Staff Responsible for Monitoring:** Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				525

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. **Strategy's Expected Result/Impact:** When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: All classrooms will demonstrate consistent integration of AVID strategies (WICOR) and structured student discourse resulting in increased academic rigor and improved student performance.

Evaluation Data Sources: Classroom walkthroughs and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will embed at least one AVID WICOR strategy into daily lesson plans across all grade levels and content areas. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, critical thinking, collaboration, and academic ownership through meaningful discussions and inquiry-based learning. **Staff Responsible for Monitoring:** Administration, Instructional Coach **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				526

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Facilitate weekly PLCs focused on planning rigorous lessons, analyzing student work, and sharing AVID best practices. **Strategy's Expected Result/Impact:** Student achievement and academic growth will improve as evidenced by gains on MAP, STAAR Interim, campus common assessments, and STAAR. **Staff Responsible for Monitoring:** Instructional Coach, Administration **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title One School- Improvement				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be exposed to academic vocabulary in all grade levels. Students will create and use interactive science journals while using specific note-taking strategies. **Strategy's Expected Result/Impact:** Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. **Staff Responsible for Monitoring:** Administrators Instructional coach **Title I:** 2.51 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause**: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently. 527

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Blanton will maintain teacher retention at 85% or higher.

Evaluation Data Sources: Teacher retention data
Staffing reports
Staff feedback
Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blanton Elementary leadership will provide ongoing support through the instructional coach, mentor teachers, and campus administrators by delivering coaching, mentoring, and job-embedded professional learning that builds teacher capacity, addresses individual needs, and fosters continuous professional growth and leadership development **Strategy's Expected Result/Impact:** Teachers will report increased instructional confidence, professional support, and opportunities for growth, contributing to improved teacher effectiveness and retention of 85% or higher **Staff Responsible for Monitoring:** Instructional Coach Teacher Mentors Principal Assistant Principal **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				528

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Blanton Elementary will foster a positive, supportive, and collaborative campus culture through meaningful staff recognition, celebrations coordinated by the Celebration Committee and Sunshine Committee, team-building opportunities, open communication, and intentional opportunities for staff voice, feedback, and collaboration. **Strategy's Expected Result/Impact:** Increased teacher belonging, engagement, and job satisfaction, resulting in a positive campus culture and teacher retention of 85% or higher. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently **Root Cause**: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of classrooms will implement iLead with fidelity.

Evaluation Data Sources: Observations and check-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. **Strategy's Expected Result/Impact:** Students will feel more connected and develop essential life skills. **Staff Responsible for Monitoring:** Administrators Teachers Counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				530

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. **Strategy's Expected Result/Impact:** Student connectedness will increase to 80%. **Staff Responsible for Monitoring:** Counselor Administrators **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By the end of the 2026 school year, Blanton Elementary will establish a culture of instructional excellence by effectively implementing the Emergent Tree curriculum with fidelity, increasing teacher capacity through professional learning and collaboration, and ensuring students receive engaging, rigorous, and developmentally appropriate instruction that promotes academic growth and lifelong learning

Evaluation Data Sources: Teachers will participate in Emergent Tree training and implementation support to ensure consistent instructional practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100 % of staff members will teach and reinforce Tier 1 expectations (Safe, Respectful, Responsible) during Emergent Tree community-building routines and classroom discussions. **Strategy's Expected Result/Impact:** Student climate survey results (School Climate, Sense of Belonging, Connectedness, School Safety) **Staff Responsible for Monitoring:** Teachers, Administration & Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				531

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of the campus will use the Emergent Tree feedback board and positive recognition system to celebrate students who demonstrate both positive behaviors and campus core values. **Strategy's Expected Result/Impact:** Student climate survey results (School Climate, Sense of Belonging, Connectedness, School Safety) **Staff Responsible for Monitoring:** Teachers, Administration & Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Blanton Elementary will provide meaningful opportunities for families to be actively involved in their child's learning. Students will maintain data folders to monitor academic progress and goal attainment, which will be used during parent-teacher conferences to facilitate data-driven conversations and ensure families have a clear understanding of their child's achievement, growth, and next steps for success.

Evaluation Data Sources: Parent sign-in sheets
Data folders
Volunteer sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Host Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. **Strategy's Expected Result/Impact:** Increase in parent perceptions and feeling welcome on campus **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				532

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Blanton Elementary will implement a consistent two-way communication system through ClassDojo and Focus to provide timely school-wide updates and personalized communication from teachers. The principal will send a weekly parent newsletter highlighting upcoming campus events, important dates, student achievements, and school initiatives to keep families informed and engaged **Strategy's Expected Result/Impact:** Parents will be more informed of student progress. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Bonham Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

Bonham Middle School will ***promote*** a **positive social, emotional, and academic well-being in every person** by **embracing diversity, delivering high-quality, rigorous Tier I instruction** and **establishing structured systems of collaboration and communication.**

Vision

Creating

Opportunities *while*

Working towards

Life Long Learning *and*

Success!

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding the meets standards on state assessments in reading will increase from 37% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. **Strategy's Expected Result/Impact:** Student performance will increase on all STAAR reading assessments. **Staff Responsible for Monitoring:** Campus administration, MCL's, DC's **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 4 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 4 - Staff Quality, Recruitment, and Retention 1, 2				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding the meets standards on state assessments in math will increase from 33% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. **Strategy's Expected Result/Impact:** Student performance will increase on all STAAR math assessments. **Staff Responsible for Monitoring:** Campus administration, MCL's, DC's **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1				538

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 3 - Staff Quality, Recruitment, and Retention 1, 2				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of students achieving or exceeding the meets standards on state assessments in science will increase from 37% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. **Strategy's Expected Result/Impact:** Student performance will increase on all STAAR science assessments. **Staff Responsible for Monitoring:** Campus Administration, MCL's, DC's **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 5 - Staff Quality, Recruitment, and Retention 1				540

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 5 - Staff Quality, Recruitment, and Retention 1, 2				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of students achieving or exceeding the meets standards on state assessments in social studies will increase from 10% to 30% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. **Strategy's Expected Result/Impact:** Student performance will increase on all STAAR science assessments. **Staff Responsible for Monitoring:** Campus Administration, MCL's, DC's **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 6 - Staff Quality, Recruitment, and Retention 1				542

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 6 - Staff Quality, Recruitment, and Retention 1, 2				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Overall attendance rate will increase to 93% by May of 2027.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance tracking sheet.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance **Strategy's Expected Result/Impact:** Increased sense of belonging and connection for students. Reduced number of students identified as chronically absent. Improvement in classroom climate and student engagement **Staff Responsible for Monitoring:** Campus Administration, APs, teachers, counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				545

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, Bonham Middle School will expand the reach of Multi-Classroom Leaders (MCLs) through the Opportunity Culture framework to support 100% of math and reading content teachers, thereby improving Tier 1 instructional quality and raising student academic performance across all tested subjects to meet or exceed district average STAAR performance levels.

HB3 Board Goal

Evaluation Data Sources: Data from checkpoints, benchmarks, interims, and STAAR. Student discipline referrals and reset forms. Student attendance. PLC tracking.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math **Strategy's Expected Result/Impact:** Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.51, 2.52, 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 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Achievement 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** - Title One School- Improvement - $160,000				546

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social emotional skills and develop a shared campus language around supporting the whole child. **Strategy's Expected Result/Impact:** This approach will reduce misbehavior, time out of class, and discipline referrals while increasing on-task behavior, student engagement, and academic performance. **Staff Responsible for Monitoring:** Campus Administration and counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Bonham Middle School will fully implement a school-wide instructional approach to behavioral strategies by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and common areas including hallways, restrooms, and the cafeteria through Emergent Tree.

Evaluation Data Sources: Discipline and reset referral reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Campus Administration and Counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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:** Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				548

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				549

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2027, Bonham will raise the connectedness indicator within Panorama from 65%.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting. **Strategy's Expected Result/Impact:** Overall connectedness will increase as staff and students . **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				550

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Campus Administration and Counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Staff Quality, Recruitment, and Retention 2				551

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Ector County Independent School District

Bowie Middle School

2026-2027 Board Goals/Performance Objectives/Strategies

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students achieving or exceeding their I-Ready Reading Growth Goal will increase from 55% to 65%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: I-Ready Diagnostic Assessments (Beginning, Middle, End of Year)
I-Ready Growth Reports
I-Ready Personalized Instruction Usage Reports
District Common Assessments
Progress Monitoring Data
PLC Data Meeting Documentation

554

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement targeted intervention and acceleration groups during WIN (What I Need) time based on diagnostic and progress-monitoring data. **Strategy's Expected Result/Impact:** Students receive instruction aligned to their specific reading needs and demonstrate increased growth on diagnostic assessments. Increased percentage of students meeting annual growth goals and improved reading proficiency. **Staff Responsible for Monitoring:** Principal, Reading Teachers, Interventionists, Assistant Principals, Instructional Coach. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct monthly PLC data meetings to analyze reading performance and adjust instructional practices. **Strategy's Expected Result/Impact:** Expected Result: Teachers use data to identify skill gaps and provide timely interventions. Impact: Improved Tier I instruction and student reading achievement. **Staff Responsible for Monitoring:** RLA Teachers, Department Chair, Instructional Coach, Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5 - School Processes & Programs 3 - School Organization 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Reading achievement remains below the campus goal. **Root Cause**: Inconsistent implementation of rigorous Tier 1 literacy practices and inconsistent use of PLC data to plan targeted reading instruction and intervention.
School Processes & Programs
Problem Statement 3: PLC processes have not been implemented consistently across content areas. **Root Cause**: PLC expectations have not been implemented with consistent fidelity or monitored systematically across all content areas.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students achieving or exceeding their I-Ready Math Growth Goal will increase from 50% to 65%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: I-Ready Math Diagnostic Assessments
I-Ready Growth Monitoring Reports
Personalized Learning Path Reports
District Common Assessments
Unit Assessments
PLC Meeting Agendas and Data Analysis Forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize I-Ready personalized learning pathways and teacher-led small group instruction to address skill gaps. **Strategy's Expected Result/Impact:** Expected Result: Students complete personalized lessons and demonstrate mastery of prerequisite skills. Impact: Increased math growth and readiness for grade-level content. **Staff Responsible for Monitoring:** Math Teachers, Interventionists, Instructional Coach, and administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monitor and review student growth every six weeks and develop intervention plans for students not making progress. **Strategy's Expected Result/Impact:** Expected Result: Students receive timely support based on current performance data. Impact: Improved student growth rates and reduced learning gaps. **Staff Responsible for Monitoring:** Math Teachers, Assistant Principals, PLC Facilitators. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: Performance Objective 3: Reading STAAR

By May 2027, the percentage of students performing at the Meets Grade Level standard on 6th-8th Grade Reading STAAR will increase from 45% to 50%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR Reading Results
District Benchmarks
Common Formative Assessments
Curriculum-Based Assessments
Progress Monitoring Data
Intervention Rosters and Tutorial Attendance Records
PLC Data Review Documents

558

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement campus-wide literacy strategies, including close reading, academic vocabulary, and writing across all content areas with the use of CFU and targeted questioning for higher-order thinking. **Strategy's Expected Result/Impact:** Expected Result: Students demonstrate increased comprehension and vocabulary skills. Impact: Improved Reading STAAR performance across all grade levels. **Staff Responsible for Monitoring:** All Teachers, TLA Department, Instructional Coach, Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** Lead Your School - Title One Instructional Continuity - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide targeted tutorials and intervention based on benchmark and common assessment performance. **Strategy's Expected Result/Impact:** Expected Result: Students master priority TEKS and close achievement gaps. Impact: Increased percentage of students achieving Meets Grade Level. STAAR Results, Benchmark Assessments, Tutorial Attendance Logs, Progress Monitoring Data. **Staff Responsible for Monitoring:** Reading Teachers, Interventionists, Assistant Principals. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

559

Demographics

Problem Statement 1: Bowie Middle School serves a high-needs student population, with 84.3% of students identified as economically disadvantaged, 26.2% identified as Emergent Bilingual, and 15.2% receiving special education services. These demographic factors require differentiated instructional practices, targeted interventions, and equitable access to rigorous, grade-level learning experiences to ensure academic success. **Root Cause**: While targeted supports are in place, varying levels of implementation of high-quality Tier 1 instruction, academic language development, and intervention systems have limited the campus's ability to fully meet the diverse academic needs of all student groups.

Student Learning

Problem Statement 1: Although seven of nine STAAR-tested areas demonstrated growth, overall campus accountability performance remains below the desired level, and Bowie continues to perform below the standard necessary to achieve a higher accountability rating. **Root Cause**: Instructional practices are not yet consistently resulting in students demonstrating mastery at the Meets and Masters Grade Level performance standards across all content areas.

Problem Statement 2: Reading achievement remains below the campus goal. **Root Cause**: Inconsistent implementation of rigorous Tier 1 literacy practices and inconsistent use of PLC data to plan targeted reading instruction and intervention.

School Processes & Programs

Problem Statement 2: 2025 and 2026 STAAR scores show that the campus is still below other campuses in reading, science, and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of students performing at the Meets Grade Level standard on 6th-8th Grade Math STAAR will increase from 40% to 55%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: Walkthrough Data, Common Assessments, Benchmark Results, Lesson Plans, exemplars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide intervention tutorials and accelerated learning opportunities based on assessment data. **Strategy's Expected Result/Impact:** Expected Result: Students improve proficiency on readiness standards. Impact: Increased percentage of students meeting or exceeding Math STAAR expectations. **Staff Responsible for Monitoring:** Math Teachers, Interventionists, and Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** Lead Your School - Title One Instructional Continuity - $30,000				560

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Math proficiency needs to accelerate, particularly moving students from Approaches to Meets and Meets to Masters. **Root Cause**: Inconsistent use of assessment data and small-group instruction to accelerate student mastery.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: Performance Objective 5: Algebra I EOC

By May 2027, the percentage of students performing at the Meets Grade Level standard on the Algebra I EOC will increase from 89% to 95%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Common Assessments, EOC Benchmarks, PLC Documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement EOC-aligned lesson planning and common assessments focused on readiness standards and student misconceptions. **Strategy's Expected Result/Impact:** Expected Result: Students demonstrate mastery of Algebra I standards. Impact: Improved EOC readiness and performance. **Staff Responsible for Monitoring:** Algebra I Teacher, Instructional Coach, Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3				561

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide targeted tutoring and intervention opportunities before school, after school, and during designated intervention periods. **Strategy's Expected Result/Impact:** Expected Result: Students address learning gaps and improve assessment performance. Impact: Increased percentage of students achieving Meets standard. **Staff Responsible for Monitoring:** Algebra I Teacher, Interventionists, and Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

562

Demographics

Problem Statement 1: Bowie Middle School serves a high-needs student population, with 84.3% of students identified as economically disadvantaged, 26.2% identified as Emergent Bilingual, and 15.2% receiving special education services. These demographic factors require differentiated instructional practices, targeted interventions, and equitable access to rigorous, grade-level learning experiences to ensure academic success. **Root Cause**: While targeted supports are in place, varying levels of implementation of high-quality Tier 1 instruction, academic language development, and intervention systems have limited the campus's ability to fully meet the diverse academic needs of all student groups.

Student Learning

Problem Statement 3: Math proficiency needs to accelerate, particularly moving students from Approaches to Meets and Meets to Masters. **Root Cause**: Inconsistent use of assessment data and small-group instruction to accelerate student mastery.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: Performance Objective 6: 8th Grade Science STAAR

By May 2027, the percentage of students performing at the Meets Grade Level standard on the 8th Grade Science STAAR will increase from 29% to 35%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Common Assessments, Lab Reports, Benchmark Data, Walkthrough Observations, Lesson Plans, and Exemplars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement inquiry-based instructional practices and hands-on laboratory experiences aligned to STAAR readiness standards. **Strategy's Expected Result/Impact:** Expected Result: Students deepen scientific understanding through investigation and application. Impact: Increased mastery of science TEKS and STAAR performance. **Staff Responsible for Monitoring:** Science Teachers, Science Department Chair, Instructional Coach, and Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 4				563

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct three-week assessment cycles with focused reteach and intervention plans for identified standards. **Strategy's Expected Result/Impact:** Expected Result: Student misconceptions are addressed promptly. Impact: Improved achievement and growth on Science STAAR. **Staff Responsible for Monitoring:** Science Teachers, Assistant Principal, Instructional Coach, and Principal. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 4: 8th-grade science achievement remains below desired performance, with 29% Meets. **Root Cause**: Inconsistent, rigorous, standards-aligned Tier 1 Science instruction and PLC data cycles.
School Processes & Programs
Problem Statement 2: 2025 and 2026 STAAR scores show that the campus is still below other campuses in reading, science, and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, Bowie Middle School will increase the percentage of 8th-grade students performing at the Meets Grade Level standard on the STAAR Social Studies assessment from 5% to 15%, as measured by STAAR results, through strengthened instructional practices, high-quality PLC implementation, targeted intervention, and consistent monitoring of student mastery of readiness standards.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR Social Studies Results
District Checkpoints and Benchmarks
Common Formative Assessments
PLC Agendas and Data Analysis Documents
Student Work Samples and DBQs
Walkthrough Data
Intervention Rosters and Progress Monitoring Reports

565

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly document-based question (DBQ) writing opportunities and primary source analysis aligned to STAAR readiness standards in all 8th-grade Social Studies classes. Teachers will utilize common rubrics, exemplar responses, and structured academic discussions to strengthen historical thinking, evidence-based writing, and content mastery. **Strategy's Expected Result/Impact:** Expected Result: Students will demonstrate improved performance in historical analysis, critical thinking, and written responses. Students will increase mastery of Social Studies readiness standards and academic vocabulary. Impact: Increased percentage of students achieving the Meets Grade Level standard on the STAAR Social Studies assessment. Improved student performance on district checkpoints, common assessments, and benchmarks. **Staff Responsible for Monitoring:** Social Studies Teachers, Department Chair, Instructional Coach, and Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				566

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct biweekly Social Studies PLC data cycles focused on readiness standards, student work analysis, and targeted intervention planning. **Strategy's Expected Result/Impact:** Expected Result: Students close gaps in content knowledge and application skills. Impact: Increased percentage of students achieving Meets Grade Level performance. **Staff Responsible for Monitoring:** Social Studies Teachers, Intervention Staff, Dept Chair, and Administration. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd-grade students reading at or above grade level will increase from 34% to 48% by May 2029.

567

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Bowie will increase average daily attendance from 91.9% to 94% by May 2027.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly attendance dashboard and daily Focus monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie will work with the district truancy committee and campus Counselors, assigned AP, and teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance. Staff Responsible for Monitoring: Assigned AP, counselors, teachers **Strategy's Expected Result/Impact:** Bowie will increase daily attendance from 91.9% to 94% by May 2027. **Staff Responsible for Monitoring:** Assigned AP, counselors, teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				568

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a campus-wide attendance incentive and recognition program that rewards individual students, homerooms, grade levels, and families for improved attendance and reduced chronic absenteeism. Utilize weekly attendance monitoring, parent communication, attendance celebrations, and targeted support plans for students identified as at-risk for chronic absenteeism. **Strategy's Expected Result/Impact:** Expected Result: Students and families will have increased awareness of attendance expectations and the importance of daily school attendance. Chronic absenteeism rates will decrease through early identification and intervention. Student engagement and participation in school activities will increase. Impact: Average Daily Attendance will increase from 91.9 % to 94% by May 2027. Chronic absenteeism will decrease from 30% to 25%. Increased instructional time will contribute to improved academic achievement and student success. **Staff Responsible for Monitoring:** Assistant Principal (Attendance) Counselors Attendance Clerk Teachers Communities In Schools (CIS) Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				569

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

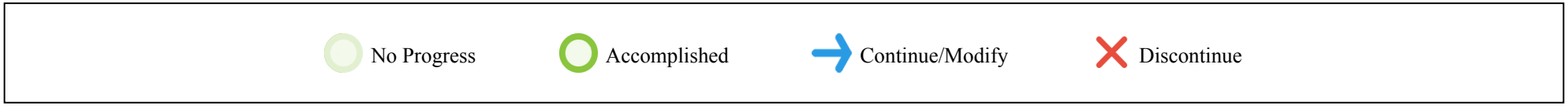
Performance Objective 2: Exclusionary disciplinary infractions and disproportionality of special education students who receive out-of-school or alternative education placement will decrease to zero at Bowie.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will receive back-to-school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi-Tiered System of Support), which was rolled out in the district in 2024-2025. **Strategy's Expected Result/Impact:** Focus campus overall: "Incidence report": disciplinary infractions will decrease by 5% from the 2025/2026 to 2026/2027 school year. **Staff Responsible for Monitoring:** Assistant Principals, classroom teachers, department chairs, counselors. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				570

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will continue our effective and successful Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing classroom student engagement. **Strategy's Expected Result/Impact:** 100% of Bowie will use the Pre-Referral Checklist processes and procedures to reduce instances of students being removed from the Tier 1 classroom. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, classroom teachers, department chairs. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				



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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Bowie Middle School will increase the percentage of 8th-grade students accepted into choice high schools from 18% to 23%.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Choice School Application Data, Acceptance Letters and Enrollment Reports, Counselor Tracking Logs, Parent Meeting Attendance Records, Student Interest Surveys, and End-of-Year Choice School Acceptance Reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will utilize the 8th-grade counselor to bring awareness and opportunities for all students to have equitable access to choice schools and assist with application and parent awareness. **Strategy's Expected Result/Impact:** The number of students who are accepted into choice high schools will increase from 18% to 23% in May 2027. (20% of our 8th graders were accepted into a choice high school in May 2025.) **Staff Responsible for Monitoring:** Principal, AP, 8th-grade counselor. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				572

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie's new AVID Site lead will attend summer training to provide campus PD bimonthly across campus with a lead team. **Strategy's Expected Result/Impact:** The number of students who are accepted into choice high schools will increase from 18% to 23%. (18% of our 8th graders who were accepted into a choice high school in May 2026.) **Staff Responsible for Monitoring:** Bowie AVID site team, admin. **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 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

573

Board Goal 4: Classroom Excellence

Performance Objective 1: Bowie will strive to decrease the percentage of non-certified teachers in Reading and Math from 66% to 55% by May 2027.

HB3 Board Goal

Evaluation Data Sources: Certifications and staffing will show what percentage are certified in their content SBEC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Non-certified teachers will meet with the Dept Chair and Principal at MOY and EOY to show progress toward certification. **Strategy's Expected Result/Impact:** Non-certified teachers in Reading and Math will decrease from 66% to 55% by May 2027. **Staff Responsible for Monitoring:** Dept Chairs and Principal **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 2: Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy**				574

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie will work with Alt-Certification Entities and the ECISD HR department, such as OPT, to provide needed PD classes and PD for pipeline teachers to work toward certification this school year. **Strategy's Expected Result/Impact:** Non-certified teachers in Reading and Math will decrease from 66% to 55% by May 2027. **Staff Responsible for Monitoring:** Dept Chairs and Principal **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 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

575

Board Goal 4: Classroom Excellence

Performance Objective 2: Bowie will ensure Classroom Excellence across the campus by delivering high-quality Tier One Instruction in every classroom.

HB3 Board Goal

Evaluation Data Sources: Admin and Coaching walkthroughs, SIBME, T-TESS, and STAAR data 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campus-wide SIBME coaching and walkthrough system to strengthen Tier One instruction by conducting weekly instructional walkthroughs, providing timely feedback within 48 hours, facilitating reflective coaching conversations, and using walkthrough trends to drive PLC learning and professional development. Focus coaching on The Bowie Way instructional expectations, including clear learning targets, checks for understanding, aggressive monitoring, student engagement, and rigorous instructional practices, to ensure classroom excellence in every classroom. **Strategy's Expected Result/Impact:** 100% of teachers participate in ongoing SIBME coaching cycles and receive timely feedback. Increased implementation of high-quality Tier One instructional practices, including clear learning targets, checks for understanding, aggressive monitoring, student discourse, and formative assessment. Improved consistency of instructional expectations across all classrooms. Impact A consistent coaching and feedback cycle will build teacher capacity, improve the quality of Tier One instruction in every classroom, increase student engagement and academic rigor, and ultimately lead to higher student achievement and growth across all content areas. **Staff Responsible for Monitoring:** Principal and Admin Team, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				576

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie will provide Back to School high-quality professional development to the entire campus staff and support aides on productive and effective PLCs the Bowie Way. **Strategy's Expected Result/Impact:** Teachers and PLC leads will implement and lead high-quality PLCs that will improve checkpoint and EOY data gathered. **Staff Responsible for Monitoring:** Teachers, PLC leads, Admin, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

577

Board Goal 4: Classroom Excellence

Performance Objective 3: Bowie will ensure Classroom Excellence across the campus by delivering Job-Embedded PD (Professional Development).

Evaluation Data Sources: Admin and Coaching walkthroughs using SIBME, T-TESS, and STAAR data for 2025 and 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity. **Strategy's Expected Result/Impact:** Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation-Action Cycle. **Staff Responsible for Monitoring:** Admin, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team. **Strategy's Expected Result/Impact:** Tier 1 instruction will increase the Admin and instructional leadership team's their capacity to lead quality observation and coaching cycles with their classroom teachers. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of teachers will participate in ongoing job-embedded professional learning through instructional coaching, PLC collaboration, and SIBME reflective practices to strengthen Tier One instruction and improve student achievement.

Evaluation Data Sources: SIBME Coaching and Walkthrough Reports
PLC Agendas and Artifacts
TTESS Observation Data
STAAR 2025 and 2026 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly SIBME coaching cycles that include classroom observations, timely feedback, teacher reflection, and individualized action steps. Use PLCs to address instructional trends identified through walkthrough data and provide targeted professional learning based on teacher needs. **Strategy's Expected Result/Impact:** All teachers engage in continuous coaching and reflective practice. Increased implementation of research-based instructional strategies. Improved consistency in Tier One instructional delivery. **Staff Responsible for Monitoring:** Instructional Leadership Team (Admin team and Principal). **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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				579

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement instructional rounds and peer observation cycles focused on high-yield instructional strategies, student engagement, and rigorous Tier I instruction. Teachers will participate in structured classroom observations followed by reflective discussions and action planning. **Strategy's Expected Result/Impact:** Expected Result: Teachers will increase their instructional capacity through observation, reflection, and the implementation of effective teaching practices. Impact: Improved instructional consistency across classrooms, increased student engagement, and higher levels of student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Department Chairs, Teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

580

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, increase teacher effectiveness by using walkthrough and student achievement data to design and deliver differentiated job-embedded professional development that addresses campus instructional priorities.

Evaluation Data Sources: Administrative Walkthrough Data
SIBME Coaching Analytics
TTESS Evaluation Data
PLC Agendas and Attendance
Professional Development Feedback Surveys
STAAR 2025 and 2026 Results
District Checkpoint/Common Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Analyze monthly walkthrough trends, TTESS evidence, and student performance data to identify professional learning needs. Deliver targeted micro-PD sessions during PLCs and faculty meetings, followed by coaching and classroom implementation support through SIBME. **Strategy's Expected Result/Impact:** Professional development is directly aligned to teacher and student needs. Increased implementation of effective instructional strategies across all classrooms. Greater teacher confidence and instructional effectiveness. **Staff Responsible for Monitoring:** APs and Principal. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				581

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop individualized professional growth plans for teachers based on TTESS evidence, walkthrough data, student achievement results, and coaching feedback. Monitor progress quarterly through coaching conferences and goal-setting meetings. **Strategy's Expected Result/Impact:** Expected Result: Teachers will receive personalized support that addresses specific areas of instructional growth and professional need. Impact: Improved instructional effectiveness, increased implementation of high-yield instructional strategies, and higher student achievement on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Department Chairs, Teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 3: Bowie will ensure Classroom Excellence across the campus by delivering Job-Embedded PD (Professional Development).

HB3 Board Goal

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS, SIBME, and STAAR data 2026 and 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity. **Strategy's Expected Result/Impact:** Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation-Action Cycle. **Staff Responsible for Monitoring:** Admin, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				583

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team. **Strategy's Expected Result/Impact:** Tier 1 instruction will increase the Admin and instructional leadership team's their capacity to lead quality observation and coaching cycles with their classroom teachers. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Burleson Early Childhood Center

2026-2027 Board Goals/Performance Objectives/Strategies

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Mission Statement

Mission Statement

At Burleson Early Education Center, we serve every child by creating an inclusive, vibrant community where they feel valued and empowered to thrive. Through a mix of play-based exploration and direct instruction, we spark curiosity, foster independence, and instill a lifelong love of learning. Our approach supports emotional, social, physical, and cognitive growth, preparing children for kindergarten and a future full of possibilities.

Vision

Instructional Vision

“At Burleson EEC, purposeful play meets proven practice to ignite every child's academic journey."

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: Student performance from CLI Wave 1 to Wave 3 will reflect that 80% of students are 'On Track' in the Phonological Awareness domain.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At the end of each Wave, a targeted review of students' performance on the CLI Phonological Awareness assessment will be conducted to identify specific areas of need. **Strategy's Expected Result/Impact:** Students will leave Prekindergarten with a strong Phonological Awareness foundation. **Staff Responsible for Monitoring:** Teachers, Early Education Specialist, Administrator **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1				587

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use the phonological awareness activities available in the CLI portal to support and enhance small group instruction. **Strategy's Expected Result/Impact:** Students will have access to high-quality phonological awareness activities in the small group setting. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title One School-wide - $15,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will conduct informal assessments of students' letter sound knowledge at the beginning of the year and every nine weeks thereafter to track progress. **Strategy's Expected Result/Impact:** Teachers will have access to more up-to-date data every nine weeks, between the scheduled CLI assessment periods. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				588

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Burleson Early Education Center students demonstrate uneven growth across developmental domains, with lower gains in early writing and mathematics compared to stronger gains in early literacy skills. This indicates a need to strengthen instruction to ensure consistent growth across all Prekindergarten domains and improve overall Kindergarten readiness. **Root Cause**: Inconsistent mastery in early writing and mathematics is linked to limited opportunities for sustained, explicit, and repeated hands-on practice using manipulatives and multisensory strategies within daily instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Checkpoint

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Teachers will use the Bee-Bots and the activity floor mats to assist the students in identifying numbers and counting. **Strategy's Expected Result/Impact:** Students will count to 30 and beyond **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** - Title One School-wide - $15,000				589

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly homework that includes counting strategies and activities for parents to support their children's learning at home. **Strategy's Expected Result/Impact:** Parents will feel confident and equipped to support their child's learning at home. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Burleson Early Education Center students demonstrate uneven growth across developmental domains, with lower gains in early writing and mathematics compared to stronger gains in early literacy skills. This indicates a need to strengthen instruction to ensure consistent growth across all Prekindergarten domains and improve overall Kindergarten readiness. **Root Cause**: Inconsistent mastery in early writing and mathematics is linked to limited opportunities for sustained, explicit, and repeated hands-on practice using manipulatives and multisensory strategies within daily instruction.

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

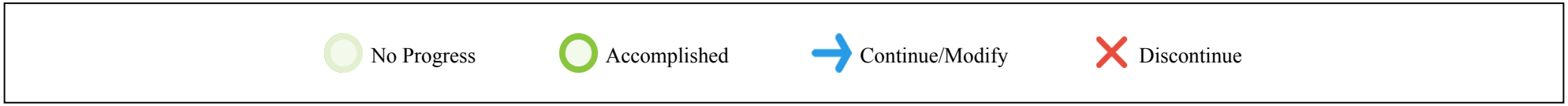
Performance Objective 1: By the End of Year CLI assessment administration, 80% of students will be on track in the Pre-Reading Skill of Letter-Sound Correspondence.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI EOY Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will form flexible small groups using Beginning of Year and Middle of Year CLI assessment data. **Strategy's Expected Result/Impact:** Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				591

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home. **Strategy's Expected Result/Impact:** Parents will feel confident and equipped to support their child with pre-reading activities at home. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction				



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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By the End of Year CLI assessment administration, 50% of students will be on track in the Pre-Reading skill of alliteration.

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to support instruction in rhyming skills. **Strategy's Expected Result/Impact:** Students will have access to a variety of hands-on learning materials. **Staff Responsible for Monitoring:** Administrator, Early Education Specialist **Title I:** 2.51 **- 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:** Demographics 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title One School-wide - $5,000				593

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day. **Strategy's Expected Result/Impact:** Students will be exposed to rhyming patterns throughout the day. **Staff Responsible for Monitoring:** Classroom Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Daily small group rhyming activities will be intentionally planned. **Strategy's Expected Result/Impact:** Students will have high-quality small group instruction, with a rhyming focus. **Staff Responsible for Monitoring:** Teachers, Early Education Specialist, Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. **Root Cause**: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. **Root Cause**: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Burleson student attendance will increase from 90.4% to 92.5% by the end of the 2026-2027 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. Providing attendance incentives and positive attendance celebrations to recognize student attendance. **Strategy's Expected Result/Impact:** Students will feel motivated to attend school so they can fulfill their roles and contribute to the success of the School Family. **Staff Responsible for Monitoring:** Classroom Teacher, Guidance Apprentice, Early Education Specialist, Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				595

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide parent education and ongoing communication focused on the importance of consistent PreK attendance through attendance workshops, parent attendance conferences, registration/parent orientation, and attendance messages through Focus and Seesaw. **Strategy's Expected Result/Impact:** Increased parent understanding of the importance of daily attendance will lead to stronger family engagement, more proactive attendance support, and an increase in student attendance toward the campus goal of 92.5%. **Staff Responsible for Monitoring:** Teacher, Guidance Apprentice, Administrator, Early Education Specialist **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 596

Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. **Root Cause**: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By the end of the year, 80% of PreK students will demonstrate age-appropriate social skills--such as sharing, taking turns, and expressing needs appropriately--as measured by the CLI social-emotional assessment.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, Early Education Specialist, and administrator will create visual schedules and visual expectations posters. **Strategy's Expected Result/Impact:** Students' SEL will be supported through age-appropriate visuals. **Staff Responsible for Monitoring:** Staff **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - Title One School-wide				597

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Guidance Apprentice will do weekly, developmentally appropriate, play-based guidance lessons with students. **Strategy's Expected Result/Impact:** Students will be engaged in developmentally appropriate guidance lessons. **Staff Responsible for Monitoring:** Guidance Apprentice **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. **Root Cause**: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.

598

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: 80% of PreK families will attend at least one school event or conference per semester.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burleson will organize events that encourage families to participate in activities alongside their children. **Strategy's Expected Result/Impact:** Families will actively participate in school-related events together. **Staff Responsible for Monitoring:** Administrator, Leadership Team **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1 **Funding Sources:** - Title One School-wide				599

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Family event invitations and flyers will be translated into families' home languages, and bilingual staff will provide translation support during events. **Strategy's Expected Result/Impact:** The school will ensure that all communication is clear and accessible to parents. **Staff Responsible for Monitoring:** Administrator, Leadership Team **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. **Root Cause**: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.
Family and Community Engagement
Problem Statement 1: While Burleson Early Education Center provides multiple opportunities for family and community engagement, participation levels are inconsistent, limiting the ability to fully maximize family involvement in student learning and school-wide events. **Root Cause**: Inconsistent family participation is influenced by competing family schedules, transportation and availability challenges, and varying levels of awareness regarding the importance and impact of active engagement in early childhood education.

600

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

Evaluation Data Sources: SBEC-Teacher Certification Record

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy, to strengthen teaching practices. **Strategy's Expected Result/Impact:** Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy designed to strengthen instructional knowledge, effective teaching practices, and classroom implementation. **Staff Responsible for Monitoring:** Instructional Facilitators will increase their instructional knowledge and instructional effectiveness, resulting in stronger classroom practices, greater consistency in instruction, and improved student learning outcomes. **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				601

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional Facilitators will submit a monthly progress update documenting their advancement toward teacher certification. **Strategy's Expected Result/Impact:** Campus administrator and Early Education Specialist will monitor certification progress, identify needed supports, and ensure Instructional Facilitators remain on track toward earning teacher certification. **Staff Responsible for Monitoring:** Administrator, Early Education Specialist **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: While Burleson Early Education Center maintains a committed and growing staff, ongoing recruitment and retention of highly qualified early childhood educators remains a need to ensure sustained instructional consistency and long-term staffing stability. **Root Cause**: Staff turnover and recruitment challenges are influenced by a limited pipeline of certified early childhood educators and the demands of working in high-need Prekindergarten classrooms, which require extensive training, ongoing support, and sustained professional growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. **Root Cause**: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

602

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2026-2027 school year, Burleson Early Education Center will increase it's average daily attendance rate from 90.4% to 92.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, Clerk, Guidance Apprentice, Early Education Specialist, and Administrator will monitor student attendance weekly to identify attendance concerns early and communicate with families to provide support and encourage improved attendance. **Strategy's Expected Result/Impact:** Attendance concerns will be address promptly and early outreach after patterns of absences will increase student attendance. **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Guidance Apprentice, Early Education Specialist, Administrator **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				603

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide ongoing education and communication to families regarding the importance of regular PreK attendance through Parent Orientation, monthly family engagement events, newsletters, Seesaw, social media, and ongoing campus communication throughout the school year. **Strategy's Expected Result/Impact:** Families will develop a greater understanding of the importance of consistent PreK attendance and its impact on school readiness, academic achievement, and social-emotional development, resulting in increased family awareness and improved student attendance. **Staff Responsible for Monitoring:** Administrator, Early Education Specialist, Clerk, Guidance Apprentice, Teachers **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. **Root Cause**: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2026-2027 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as indicated by a 75% decrease in major behavioral incidents requiring administrative intervention.

Evaluation Data Sources: Administrative Log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. **Strategy's Expected Result/Impact:** Students will develop self-regulation, emotional awareness, and problem-solving skills that promote positive behavior and reduce behavioral incidents. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator, Early Education Specialist **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				605

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings. **Strategy's Expected Result/Impact:** Students will explore and recognize patterns and develop a sense of predictability. **Staff Responsible for Monitoring:** Administrator, Early Education Specialist **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 4: The Title I Instructional Aide will increase access and participation of students receiving special education services in the general education setting by providing the support necessary for students to participate successfully in inclusion opportunities throughout the school day.

Evaluation Data Sources: IEPs
Student logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide a Title I Instructional Aide to accompany and support special education students during scheduled inclusion opportunities in general education classrooms. **Strategy's Expected Result/Impact:** Students receiving special education services will have increased access to the general education environment and will participate in age-appropriate academic and social activities with their peers while receiving the support needed to be successful. **Staff Responsible for Monitoring:** Title I Instructional Aide Special Education Teacher General Education Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title I Instructional Aide - Title One School-wide - $25,000				606

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Title I Instructional Aide will collaborate with special education and general education teachers to support student transitions, participation, and engagement during inclusion activities and communicate student needs and progress to the instructional team. **Strategy's Expected Result/Impact:** Students will experience smoother transitions, increased engagement, and greater participation in general education activities. Collaboration among staff will ensure that appropriate supports are provided consistently and that student progress and needs are addressed. **Staff Responsible for Monitoring:** Title I Instructional Aide Special Education Teacher General Education Teacher **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

607

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. **Root Cause**: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

Board Goal 5: Culture of Excellence

Performance Objective 1: 95% percent of Burleson students will demonstrate positive engagement behaviors--such as active participation, following routines, and interacting with peers--as measured through weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom will establish clear visual boundaries to help students understand and follow daily routines. **Strategy's Expected Result/Impact:** Students will understand routines. **Staff Responsible for Monitoring:** Classroom teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Daily interactive visual schedules and routine charts will be displayed at child eye level throughout each classroom. **Strategy's Expected Result/Impact:** Students will be provided visual supports to follow classroom routines. **Staff Responsible for Monitoring:** Classroom teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom teacher will regularly rotate Independent Learning Center materials to sustain high levels of student interest and engagement. **Strategy's Expected Result/Impact:** Students will experience a variety of materials in each center. **Staff Responsible for Monitoring:** Classroom Teachers **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on the annual Title I survey.

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will be positioned at entry points during arrival and dismissal to personally greet families and foster a welcoming environment. **Strategy's Expected Result/Impact:** Families and students will feel recognized and valued. **Staff Responsible for Monitoring:** Administrator, Early Education Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff members will be trained in customer service excellence, including warmly greeting families, making eye contact, offering kind and clear information, and using welcoming body language. **Strategy's Expected Result/Impact:** Families will feel a sense of belonging and comfort within the school community." **Staff Responsible for Monitoring:** All school staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Enhance parent visibility and involvement by organizing family engagement events that align with instructional objectives. Ensuring we communicate to parents in both English and Spanish using translators. **Strategy's Expected Result/Impact:** Parent participation and engagement **Staff Responsible for Monitoring:** All staff members **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. **Root Cause**: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.

School Organization
Problem Statement 1: As a relatively new Prekindergarten campus, Burleson Early Education Center continues to experience limited community awareness regarding its identity, purpose, and role as a dedicated early childhood campus, which may impact enrollment understanding and stakeholder engagement. **Root Cause**: Consistent communication and long-term community familiarity have not yet been fully developed, resulting in varying levels of awareness among families and community members regarding the campus's Prekindergarten-only structure and offerings.

Ector County Independent School District

Burnet Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

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Mission Statement

The purpose and commitment of Burnet Elementary is to empower, grow, and enhance the foundation of excellence through the courage to try and confidence to learn.

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

Value Statement

Building Burnet's Courageous and Confident Colts

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the % of 3rd - 5th grade students performing at the Meets performance level in math on the STAAR assessment will increase from 31% to 41%. Suggested campus interim targets for this objective are as follows:
31% - Baseline
33% - October
36% - January
39% - March
41% - May

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

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Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment
Note: Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teacher teams will follow the district-established Professional Learning Communities (PLC) cycles. Collaborative teams will meet a minimum of once per week. During these collaborative team meetings, teachers are expected to: - Identify and prioritize essential standards and clarify what students are expected to know and be able to do. - Develop a shared understanding of proficiency by unpacking standards, reviewing exemplars, and establishing common success criteria. - Plan and administer common formative assessments aligned to the rigor and content of the identified standards. - Analyze common formative assessment, district checkpoint, and other relevant student achievement data to identify strengths, misconceptions, and learning gaps. - Identify students who have mastered essential standards, students who require additional time and support, and students who are ready for enrichment or extension. - Develop and implement timely, targeted interventions and enrichment based on identified student needs. - Share effective instructional practices and collaboratively plan high-quality Tier 1 instruction using evidence-based strategies. - Monitor student progress following intervention or reteaching to determine whether students have achieved proficiency. - Maintain documentation of PLC discussions, data analysis, instructional decisions, intervention plans, and student progress. - Use the continuous PLC cycle of Plan - Teach - Assess - Analyze - Respond to adjust instruction and improve student - achievement. **Strategy's Expected Result/Impact:** Increased student achievement in math and teacher capacity through consistent implementation of the PLC cycle. Collaborative planning, analysis of student data, and timely instructional responses will strengthen Tier 1 instruction, increase consistency across classrooms, and ensure students receive targeted intervention or enrichment based on demonstrated need. **Staff Responsible for Monitoring:** Principal, teacher teams, instructional specialists **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Data room supply and materials, color ink, paper, instructional supplies - Local - $10,000, Student composition books interactive journals, chart paper, - Title One School-wide - $4,000				616

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher teams will systematically track student achievement data utilizing End-of-Unit Assessments, Common Formative Assessments (CFAs), district checkpoints, and i-Ready universal screeners. A campus data room will be maintained and regularly updated to monitor student progress by grade level, subject, and assessment. Students in STAAR-tested grade levels will maintain individual data folders for each tested subject to track assessment performance, establish individual learning goals, and monitor progress throughout the school year. Teachers will conduct regular student data conferences to help students understand their performance, celebrate growth, and identify areas for continued improvement. **Strategy's Expected Result/Impact:** Increased student achievement through systematic progress monitoring and timely response to student needs; increased teacher capacity to use multiple data sources to guide instructional decisions; and increased student ownership, goal setting, and understanding of individual academic progress. **Staff Responsible for Monitoring:** Principal, teacher teams, instructional specialists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** see above - Local				617

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. **Root Cause**: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the % of 3rd - 5th grade students performing at the Meets performance level in reading on the STAAR assessment will increase from 37% to 47%. Suggested campus interim targets for this objective are as follows:

37% - Baseline
39% - October
42% - January
45% - March
47% - May

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

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Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment
Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teacher teams will follow the district-established Professional Learning Communities (PLC) cycles. Collaborative teams will meet a minimum of once per week. During these collaborative team meetings, teachers are expected to: - Identify and prioritize essential standards and clarify what students are expected to know and be able to do. - Develop a shared understanding of proficiency by unpacking standards, reviewing exemplars, and establishing common success criteria. - Plan and administer common formative assessments aligned to the rigor and content of the identified standards. - Analyze common formative assessment, district checkpoint, and other relevant student achievement data to identify strengths, misconceptions, and learning gaps. - Identify students who have mastered essential standards, students who require additional time and support, and students who are ready for enrichment or extension. - Develop and implement timely, targeted interventions and enrichment based on identified student needs. - Share effective instructional practices and collaboratively plan high-quality Tier 1 instruction using evidence-based strategies. - Monitor student progress following intervention or reteaching to determine whether students have achieved proficiency. - Maintain documentation of PLC discussions, data analysis, instructional decisions, intervention plans, and student progress. - Use the continuous PLC cycle of Plan - Teach - Assess - Analyze - Respond to adjust instruction and improve student - achievement. **Strategy's Expected Result/Impact:** Increased student achievement in reading and teacher capacity through consistent implementation of the PLC cycle. Collaborative planning, analysis of student data, and timely instructional responses will strengthen Tier 1 instruction, increase consistency across classrooms, and ensure students receive targeted intervention or enrichment based on demonstrated need. **Staff Responsible for Monitoring:** Principal, teacher teams, instructional specialists **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Data room supplies and materials, color ink, paper, - Local - $5,000				619

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher teams will systematically track student achievement data utilizing End-of-Unit Assessments, Common Formative Assessments (CFAs), district checkpoints, and i-Ready universal screeners. A campus data room will be maintained and regularly updated to monitor student progress by grade level, subject, and assessment. Students in STAAR-tested grade levels will maintain individual data folders for each tested subject to track assessment performance, establish individual learning goals, and monitor progress throughout the school year. Teachers will conduct regular student data conferences to help students understand their performance, celebrate growth, and identify areas for continued improvement. **Strategy's Expected Result/Impact:** Increased student achievement through systematic progress monitoring and timely response to student needs; increased teacher capacity to use multiple data sources to guide instructional decisions; and increased student ownership, goal setting, and understanding of individual academic progress. **Staff Responsible for Monitoring:** Principal, teacher teams, instructional specialists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Student supplies and materials for data folders, color ink, paper - Title One School-wide - $2,000				620

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. **Root Cause**: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. **Root Cause**: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the % of 5th grade students performing at the Meets performance level in science on the STAAR assessment will increase from 8% to 25%. Suggested campus interim targets are as follows:

8% - Baseline
13% - October
18% - January
23% - March
25% - May

HB3 Board Goal

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

621

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will strengthen Tier 1 Science instruction through consistent implementation of the district curriculum and 5E instructional model, emphasizing hands-on investigations, academic vocabulary, scientific reasoning, and frequent opportunities for students to read, write, discuss, and justify their thinking using scientific evidence. Teachers will be expected to: - Consistently implement the district Science curriculum with fidelity - Provide students with frequent hands-on experiences connected directly to the TEKS - Instruction will intentionally incorporate science vocabulary, visuals, models, demonstrations, and opportunities for students to explain their reasoning. Campus leadership and instructional support staff will monitor Science instruction through walkthroughs, lesson-plan reviews, student work, and assessment results. **Strategy's Expected Result/Impact:** Increased teacher capacity to deliver rigorous, standards-aligned Science instruction and increased student ability to apply scientific concepts, vocabulary, and reasoning to novel situations, resulting in improved STAAR Science performance. **Staff Responsible for Monitoring:** Principal, teacher teams, instructional specialists **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Hands on science materials, - Local - $1,000				622

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet Elementary will implement a systematic Science spiral and intervention process in grades 3-5 to address prerequisite skill gaps and ensure students receive repeated exposure to high-leverage Science TEKS prior to fifth-grade STAAR. **Strategy's Expected Result/Impact:** Increased retention of essential Science concepts across grade levels, earlier identification and remediation of learning gaps, and increased student performance at the Approaches, Meets, and Masters levels on fifth-grade STAAR Science. **Staff Responsible for Monitoring:** Teacher teams, principal, instructional specialists **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

623

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. **Root Cause**: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The % of kindergarten through 3rd grade students achieving or exceeding their i-Ready goal will increase from 45% to 60%.
Suggested campus interim targets are as follows:
45% - Baseline
48% - October
52% - January
56% - March
60% - May

HB3 Board Goal

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment
Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will strengthen K-3 Tier 1 Reading instruction through consistent implementation of district-adopted high-quality instructional materials (HQIM), supported by job-embedded coaching from the Reading Instructional Specialist. The Reading Instructional Specialist will support teachers through collaborative planning, modeling, co-teaching, classroom observations, and timely feedback. Coaching will focus on effective use of HQIM, alignment to grade-level TEKS, appropriate instructional rigor, differentiation, and evidence-based reading practices. Campus administration and the Reading Instructional Specialist will monitor implementation through walkthroughs, lesson plans, student work, and student performance data. **Strategy's Expected Result/Impact:** Increased teacher capacity and consistent implementation of high-quality, standards-aligned Tier 1 Reading instruction, resulting in increased numbers of K-3 students performing on or above grade level in Reading. **Staff Responsible for Monitoring:** Teacher teams, reading specialist, principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** Reading Specialist - Title One School-wide - $85,000				625

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 collaborative teams will engage in consistent PLC cycles to analyze i-Ready, common formative assessment, end-of-unit assessment, and progress-monitoring data to identify student learning needs and provide timely intervention and enrichment. During weekly PLCs, teachers will identify essential standards, analyze student work and assessment results, group students according to identified needs, and plan targeted reteach, intervention, and enrichment using district-approved HQIM and supplemental resources. The Reading Instructional Specialist will facilitate and support PLC cycles to strengthen teachers' ability to analyze data and determine appropriate instructional responses. Student progress will be visibly tracked and monitored throughout the year using campus and classroom data-tracking systems. Teachers and students will regularly review progress toward individual reading goals, and PLC teams will use the data to determine whether instructional responses are producing the desired results. **Strategy's Expected Result/Impact:** Consistent use of student data to drive instructional decisions will result in earlier identification of learning gaps, timely intervention and enrichment, increased student ownership of learning, and accelerated K-3 Reading growth as measured by i-Ready. **Staff Responsible for Monitoring:** Teacher teams, reading instructional specialist, principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				626

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. **Root Cause**: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the Meets performance level will increase from 45% to 55%. Suggested interim targets are as follows:
45% - Baseline
47% - October
50% - January
53% - March
55% - May

HB3 Board Goal

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment
Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

627

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third-grade teachers will engage in weekly PLC cycles to identify essential standards, collaboratively plan rigorous Tier 1 instruction, develop and analyze common formative assessments, and respond to student learning through targeted reteach, intervention, and enrichment. During PLCs, teachers will analyze common formative assessments, end-of-unit assessments, checkpoints, i-Ready data, and student work to identify TEKS and individual students requiring additional support. Particular attention will be given to students performing near the Meets Grade Level standard. The Reading Instructional Specialist will support PLCs with planning, data analysis, instructional strategies, and alignment to grade-level rigor. **Strategy's Expected Result/Impact:** Increased consistency and rigor of Tier 1 Reading instruction and timely instructional responses will increase the percentage of students demonstrating mastery of grade-level standards and reaching Meets Grade Level or above on STAAR. **Staff Responsible for Monitoring:** 3rd grade team, reading instructional specialist, principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1				628

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third-grade teachers will implement a systematic student data-tracking process to monitor progress toward grade-level Reading standards and identify students requiring targeted intervention or enrichment. Teachers and the Reading Instructional Specialist will maintain and regularly review student performance data from common formative assessments, end-of-unit assessments, checkpoints, i-Ready, and other district assessments. Data will be tracked by student and standard to identify trends and determine instructional next steps. Students will also maintain individual data folders to track progress toward learning and assessment goals and increase ownership of their learning. **Strategy's Expected Result/Impact:** Frequent monitoring of individual student progress will allow teachers to quickly identify learning gaps, adjust instruction, provide targeted small-group support, and accelerate students from Approaches toward Meets and from Meets toward Masters. **Staff Responsible for Monitoring:** 3rd grade team, reading instructional specialist, principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Demographics 1				629

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. **Root Cause**: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. **Root Cause**: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students demonstrating at least one proficiency level of annual progress on TELPAS will increase from TELPAS baseline 7% to 2027 40%.

Evaluation Data Sources: Summit K-12 beginning of the year assessment, 2026 TELPAS results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will implement a systematic progress-monitoring process for Emergent Bilingual students. Teacher teams, the campus administrator, instructional specialists, and district ESL support will review TELPAS proficiency levels, Summit K-12 data, classroom performance, district assessments, and progress-monitoring data at least monthly Teachers will use the data to identify language-development needs in listening, speaking, reading, and writing; plan differentiated linguistic supports; and provide targeted intervention when students are not demonstrating expected progress. **Strategy's Expected Result/Impact:** Increased English-language proficiency growth and improved academic achievement for Emergent Bilingual students through timely identification of language needs, intentional linguistic accommodations, and targeted instructional response. **Staff Responsible for Monitoring:** Principal, teacher teams, instructional specialists, district ESL teacher. **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				630

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. **Root Cause**: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 58% to 70%

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey results, student participation data, recognition/celebration documentation, classroom walkthroughs, student feedback, and school activity calendars..

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will implement consistent schoolwide practices that promote student belonging, positive relationships, and connection to the school community. Staff will intentionally build relationships with students through daily greetings, classroom community-building activities, student recognition, celebrations, and opportunities for students to participate in schoolwide activities and events. **Strategy's Expected Result/Impact:** Students will report an increased sense of belonging, connection, and positive relationships with adults and peers, resulting in improved School Connectedness scores on the Panorama Survey. **Staff Responsible for Monitoring:** Teacher teams, special area teachers, office staff, principal, **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Family and Community Engagement 1 - School Organization 1 **Funding Sources:** Supplies and materials for schoolwide students and staff behavioral expectations posters, supplies and materials for before, during and after school events - Local - $2,000, - Title One School-wide - $3,000				631

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership and staff will regularly review student perception data, including Panorama Survey results and student feedback, to identify areas of need related to school connectedness. Students will be provided structured opportunities to share their perspectives through student surveys, classroom discussions, student leadership opportunities, and/or student focus groups. Campus teams will use student feedback to identify and implement actions that strengthen school culture, relationships, and student engagement. **Strategy's Expected Result/Impact:** Increased opportunities for student voice and responsive campus practices will strengthen students' sense of ownership, belonging, and connection to the school community, resulting in improved School Connectedness Panorama Survey results. **Staff Responsible for Monitoring:** Teacher teams, special area teachers, office staff, principal, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

632

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family engagement has been primarily event-based, with limited opportunities for families to participate in student celebrations, campus activities, and ongoing school partnerships. **Root Cause**: The campus has not established a systematic approach for actively engaging families as partners in student learning, recognition, and the school community.

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. **Root Cause**: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.5% to 95% by the end of 2026-2027 school year.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will reestablish a campus Attendance Committee that will meet regularly to review attendance data, identify students demonstrating patterns of chronic or increasing absenteeism, and coordinate timely interventions. The committee will monitor individual, grade-level, and campus attendance trends and work collaboratively with teachers, families, counselors, and appropriate support personnel to identify barriers and develop individualized supports for students with attendance concerns. Attendance data will be reviewed at least monthly; students approaching chronic absenteeism will be identified early; families will receive positive and proactive communication before attendance becomes a significant concern; interventions and parent contacts will be documented; and grade-level trends will be shared with staff so that progress toward the 95% goal remains visible. **Strategy's Expected Result/Impact:** Earlier identification and intervention will reduce chronic absenteeism, strengthen family-school communication, and increase overall student attendance from 92.5% to 95%. **Staff Responsible for Monitoring:** Teacher teams, office staff, counselor, principal, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Organization 1 **Funding Sources:** Attendance rewards - Local - $1,000				633

Strategy 2 Details	Reviews			
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Strategy 2: Burnet Elementary will implement a schoolwide attendance recognition and incentive system designed to motivate students and families to prioritize consistent attendance. Recognition will emphasize excellent attendance as well as improved attendance so that students who have previously struggled with attendance have opportunities to be recognized for progress. During morning assembly the class/grade level with the highest weekly attendance will get to keep the Attendance Champion trophy for week; nine-week recognition for students with excellent or significantly improved attendance will be recognized. **Strategy's Expected Result/Impact:** Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. **Staff Responsible for Monitoring:** Teacher teams, counselor, office staff, principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Organization 1 **Funding Sources:** Rewards for students - Title One School-wide - $1,000				634

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. **Root Cause**: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary discipline infractions will decrease from 8 to 2 by the end of 2026-2027 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will implement and reinforce consistent schoolwide behavioral expectations aligned to the campus core values of Be Safe, Be Respectful, and Be Responsible. Behavioral expectations and routines will be explicitly taught, modeled, practiced, and reinforced across classrooms and common areas, including hallways, cafeteria, restrooms, morning assembly, arrival, and dismissal. Staff will utilize consistent language, positive reinforcement, and appropriate responses to student behavior. **Strategy's Expected Result/Impact:** Consistent expectations and proactive teaching of appropriate behaviors will increase students' understanding of behavioral expectations, reduce repeated behavior incidents, and decrease the need for exclusionary disciplinary consequences. **Staff Responsible for Monitoring:** Teacher teams, special area teachers, instructional specialists, counselor, principal **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Organization 1				635

Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: Campus leadership and staff will regularly review discipline and behavior data to identify students demonstrating repeated behavioral concerns and provide timely, targeted interventions before behaviors escalate to exclusionary discipline. Students requiring additional support will receive interventions based on identified needs, including check-in/check-out, behavior goal setting, restorative conversations, counseling/support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Student progress will be monitored and interventions adjusted based on response. **Strategy's Expected Result/Impact:** Early identification and targeted behavioral supports will reduce repeated and escalating behaviors, increase students' behavioral and self-management skills, and decrease exclusionary discipline infractions from 8 to 2. **Staff Responsible for Monitoring:** Teacher teams, counselor, office staff, principal **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Organization 1				636

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. **Root Cause**: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, 100% of classrooms will demonstrate implementation of campus expectations for an organized, student-centered learning environment, including clearly communicated academic and behavioral expectations, as measured through campus walkthrough data.

HB3 Board Goal

Evaluation Data Sources: Classroom environment checklist, walkthroughs, posted expectations, classroom routines/procedures, evidence of student work and learning goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Leadership Team will support the development, communication, modeling, and implementation of campuswide classroom environment expectations. CLT members will assist teachers with implementation, conduct peer support and walkthrough activities, identify areas requiring additional support, and collaborate with campus administration to promote consistency across classrooms. **Strategy's Expected Result/Impact:** Increased consistency in classroom organization, routines, expectations, and learning environments resulting in classrooms that are safe, structured, engaging, and conducive to student learning. **Staff Responsible for Monitoring:** Campus leadership team, principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Organization 1				637

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will implement research-based classroom environment expectations using a campus-developed classroom organization and environment checklist. Campus administrators and teacher leaders will conduct regular walkthroughs and provide timely feedback, coaching, modeling, and follow-up support based on identified needs. **Strategy's Expected Result/Impact:** Improved classroom environments and increased teacher capacity to establish organized, predictable, student-centered classrooms that maximize instructional time and student engagement. **Staff Responsible for Monitoring:** Campus leadership team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. **Root Cause**: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2026-2027 school year, 100% of collaborative teacher teams will implement the district-established PLC cycle with fidelity, including analysis of student learning, development and use of common formative assessments, identification of students requiring intervention or enrichment, and instructional response to data, as measured through PLC artifacts and administrative monitoring.

HB3 Board Goal

Evaluation Data Sources: PLC agendas/minutes, common formative assessments, student work, intervention/enrichment plans, data trackers, and administrator participation/ monitoring. PLC fidelity will be demonstrated when required PLC artifacts document the Plan-Teach-Assess-Analyze-Respond cycle and subsequent student assessment data demonstrate increased mastery following reteaching/intervention. Teams not demonstrating fidelity or improved student response will receive additional coaching and administrative support.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will establish a Campus Leadership Team (CLT) composed of identified teacher leaders who will receive a stipend for assuming additional leadership responsibilities. CLT members will support campus administration with the communication, modeling, implementation, and monitoring of campus improvement initiatives, with an emphasis on implementation of district-established PLC cycles with fidelity. Team members will also support related campus priorities, including classroom environment expectations, student goal setting and data tracking, and schoolwide systems. The CLT will meet regularly (twice per month) to review implementation progress, identify barriers, and determine needed supports. **Strategy's Expected Result/Impact:** Increased teacher leadership, collective efficacy, and staff capacity will result in stronger implementation of PLC cycles and other campus improvement initiatives, increased consistency across grade levels, and improved instructional practices and student outcomes. **Staff Responsible for Monitoring:** Campus leadership team **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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title One School-wide - $28,000				639

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaborative teams will participate in protected weekly PLC meetings utilizing the district-established PLC cycle to identify essential standards, develop and analyze common formative assessments, examine student work and achievement data, and plan instructional responses, interventions, and enrichment based on student needs. **Strategy's Expected Result/Impact:** Expected Impact: Increased instructional responsiveness, stronger Tier One instruction, timely intervention and enrichment, and improved student achievement. **Staff Responsible for Monitoring:** Campus leadership team **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 - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. **Root Cause**: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. **Root Cause**: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.
School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. **Root Cause**: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2026-2027 school year, 100% of kindergarten through 5th grade students grade levels will participate in a systematic goal-setting and data-tracking process in which students establish academic goals, monitor progress, and reflect on their growth using individual student data folders.

HB3 Board Goal

Evaluation Data Sources: Student data folders, goal-setting forms, student conferences, assessment data trackers, classroom data displays, and walkthrough/student interview data. In addition to maintaining a data folder, students will be able to explain their current academic goal, identify their current level of performance, describe evidence of their progress, and identify an appropriate next step for improvement as measured through student conferences/interviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Leadership Team will support implementation of campuswide student goal-setting and data-tracking expectations. CLT members will assist with developing common processes and tools, model effective practices, share exemplars, and monitor implementation to promote consistency across grade levels. **Strategy's Expected Result/Impact:** Increased teacher capacity and consistent implementation of student goal-setting and data-tracking practices across the campus. **Staff Responsible for Monitoring:** Campus leadership team **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				641

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will maintain individual data folders for tested subjects to track performance on identified assessments, establish individual academic goals, monitor progress, and reflect on their learning. Teachers will regularly conference with students regarding progress toward goals and support students in identifying actions needed for continued growth. **Strategy's Expected Result/Impact:** Increased student ownership of learning, understanding of individual academic performance, motivation toward established goals, and improved student achievement. **Staff Responsible for Monitoring:** Campus leadership team **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 1: Burnet Elementary will increase parent and family engagement opportunities from 5 events during the 2025-2026 school year to at least 15 events during the 2026-2027 school year to increase family participation in school activities and student academic learning.

HB3 Board Goal

Evaluation Data Sources: Parent/family event calendar; event sign-in sheets and participation counts; parent surveys and feedback; Title I parent survey results; event flyers and communication documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will provide consistent opportunities for parents and families to engage with the school through academic nights, student showcases, parent workshops, family events, and other campus activities. Events will be intentionally scheduled throughout the year and communicated through multiple platforms to maximize participation. **Strategy's Expected Result/Impact:** Increased parent participation, stronger school-family partnerships, improved communication, and greater family understanding of how to support student achievement. **Staff Responsible for Monitoring:** Teacher teams, counselor, principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** Supplies and materials for parent involvement activities - Title One School-wide - $4,000				643

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement a consistent system of two-way communication with families that includes regular campus and classroom communication, positive parent contacts, opportunities for parent feedback, and targeted outreach to families who have historically had limited participation in campus activities. **Strategy's Expected Result/Impact:** Increased parent connectedness and trust, improved communication between home and school, and increased participation of families in their child's education. **Staff Responsible for Monitoring:** Teacher teams, counselor, principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

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Family and Community Engagement

Problem Statement 1: Family engagement has been primarily event-based, with limited opportunities for families to participate in student celebrations, campus activities, and ongoing school partnerships. **Root Cause**: The campus has not established a systematic approach for actively engaging families as partners in student learning, recognition, and the school community.

Board Goal 5: Culture of Excellence

Performance Objective 2: The percentage of certified teachers at Burnet Elementary will increase from 58% to 75% by the end of the 2026-2027 school year through targeted recruitment, retention, and certification support.

HB3 Board Goal

Evaluation Data Sources: HR certification records, campus staffing rosters, teacher certification progress documentation, and beginning/end-of-year certified teacher percentages.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will identify non-certified teachers and provide individualized support toward certification, including certification pathway planning, regular progress monitoring, access to district certification resources, mentoring, and targeted professional learning to strengthen instructional practices while teachers work toward certification. A campus certification tracker will be maintained for each non-certified teacher and reviewed at least quarterly. The tracker will identify the teacher's certification pathway, certification program status, testing requirements, completed milestones, next required action, anticipated testing/completion date, and needed campus/district support. Progress will be reviewed in October, January, March, and May, and individualized support will be adjusted when a teacher is not progressing according to the established certification pathway. **Strategy's Expected Result/Impact:** Increased percentage of certified teachers, improved teacher capacity and instructional effectiveness, and increased retention of developing teachers. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				645

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership will implement targeted recruitment and retention practices to attract and retain highly qualified and certified teachers, including early identification of staffing needs, participation in district recruitment opportunities, intentional onboarding and mentoring, recognition of staff contributions, and development of a positive professional culture that supports teacher growth and retention. **Strategy's Expected Result/Impact:** Increased recruitment and retention of certified teachers, reduced staff turnover, greater instructional consistency, and improved student outcomes. **Staff Responsible for Monitoring:** Principal, CLT **Title I:** 2.51, 2.52, 2.53 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: At least half of Burnet teachers have fewer than five years of experience and are not yet fully certified, requiring increased coaching and instructional support. **Root Cause**: Difficulty recruiting fully certified, experienced teachers has resulted in a high percentage of novice and alternatively certified staff requiring additional instructional support and development.

Ector County Independent School District

Cameron Dual Language Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

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Mission Statement

Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society.

La escuela Primaria Cameron asegurará altos niveles de aprendizaje en inglés y español para cultivar estudiantes bilingües que contribuyan a una sociedad multicultural, diversa y global.

Vision

Cameron Elementary will become the premier two-way dual language campus in Texas.

La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas.

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Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society. 2

La escuela Primaria Cameron asegurará altos niveles de aprendizaje en inglés y español para cultivar estudiantes bilingües que contribuyan a una sociedad multicultural, diversa y global. 2

- Cameron Elementary will become the premier two-way dual language campus in Texas. 2
- La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas. 2

Board Goals 4

- Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. 4
- Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 15
- Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 24
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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-6th Math STAAR will increase from 46% to 51%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the ECISD PLC Framework in grades 3-6 through weekly PLCs focused on unpacking priority Math TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. **Strategy's Expected Result/Impact:** Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making, resulting in more timely identification and response to student learning needs. Teachers will use evidence of student learning to adjust instruction, provide targeted reteaching and enrichment, and increase student mastery of grade-level Math TEKS, contributing to an increase in students achieving MEETS or higher on Math STAAR from 46% to 51%. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				650

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen TEKS-aligned Tier 1 Mathematics instruction in grades 3-6 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. **Strategy's Expected Result/Impact:** Students will receive more consistent, rigorous, and differentiated grade-level Mathematics instruction aligned to the depth and complexity of the TEKS. Targeted whole-group and small-group instruction will address individual learning gaps while providing appropriate academic challenge, resulting in increased student growth, stronger mastery of grade-level Math standards, and an increase in the percentage of students performing at MEETS or higher on Math STAAR. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement AVID/WICOR and purposeful blended-learning strategies in grades 3-6 Mathematics to increase rigor, student discourse, problem solving, critical thinking, collaboration, differentiation, and student ownership of learning. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading strategies along with teacher-led, collaborative, small-group, independent, and technology-supported learning experiences. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, mathematical discourse, critical thinking, problem-solving, and ownership of their learning through consistent participation in rigorous, student-centered learning experiences. AVID/WICOR and blended-learning practices will provide multiple pathways for students to process, communicate, practice, and demonstrate mathematical understanding, resulting in increased mastery of grade-level Math TEKS and improved performance on classroom, district, and state assessments. **Staff Responsible for Monitoring:** AVID Site Team **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1				651

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A Title I instructional aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instructional support, reinforce grade-level mathematics skills, and assist with the implementation of appropriate accommodations and instructional interventions for students receiving Special Education services. **Strategy's Expected Result/Impact:** Additional instructional support will increase opportunities for students receiving Special Education services to receive targeted, differentiated mathematics instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level mathematics curriculum, improve mastery of Math TEKS, and contribute to increased performance on district assessments and grades 3-6 Math STAAR, supporting the campus goal of increasing the percentage of students performing at MEETS Grade Level or Above from 46% to 51% by May 2027. **Staff Responsible for Monitoring:** Administrators and Special Education Resource Teacher				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students652 identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 49% to 54%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the ECISD PLC Framework in grades 3-6 through weekly Reading PLCs focused on unpacking priority TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. **Strategy's Expected Result/Impact:** Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making in Reading. Teachers will use evidence of student learning to make timely instructional adjustments, provide targeted reteaching and enrichment, and monitor student progress, resulting in increased mastery of grade-level Reading TEKS and contributing to an increase in students achieving MEETS or higher on Reading STAAR from 49% to 54%. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				653

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen TEKS-aligned Tier 1 Reading instruction in grades 3-6 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data and student work to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. **Strategy's Expected Result/Impact:** Students will receive consistent access to rigorous, grade-level Reading instruction aligned to the depth and complexity of the TEKS. Differentiated instruction will address identified skill gaps while providing opportunities for students to engage with increasingly complex texts, demonstrate comprehension, and apply grade-level reading skills, resulting in increased student growth and improved performance on classroom, district, and state Reading assessments. **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement AVID/WICOR strategies in grades 3-6 Reading and across content areas to strengthen reading comprehension, writing, inquiry, academic discourse, collaboration, critical thinking, and student engagement. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading strategies that require students to read, analyze, discuss, write about, and demonstrate understanding of increasingly rigorous texts. **Strategy's Expected Result/Impact:** Students will have increased opportunities to engage deeply with grade-level texts, support responses with textual evidence, communicate their thinking through speaking and writing, and apply critical-thinking and comprehension skills across content areas. Consistent use of AVID/WICOR strategies will strengthen students' ability to independently comprehend and respond to rigorous texts, resulting in increased mastery of Reading TEKS and improved performance on Reading STAAR. **Staff Responsible for Monitoring:** AVID Site Team **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A Title I instructional aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instructional support, reinforce grade-level reading skills, and assist with the implementation of appropriate accommodations and instructional interventions for students receiving Special Education services. **Strategy's Expected Result/Impact:** Additional instructional support will increase opportunities for students receiving Special Education services to receive targeted, differentiated reading instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level curriculum, improve mastery of Reading TEKS, and contribute to increased performance on district assessments and grades 3-6 Reading STAAR, supporting the campus goal of increasing students performing at MEETS Grade Level or Above from 49% to 54% by May 2027. **Staff Responsible for Monitoring:** Administrators and Special Education Resource Teacher **Problem Statements:** Demographics 1 **Funding Sources:** Title I Full Time Aide Pay - Title One School-wide - $33,000				654

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Grades 3-6 teachers will intentionally integrate academic language development into Reading and content-area instruction by providing structured opportunities for students to listen, speak, read, and write in the language of instruction. Teachers will incorporate academic vocabulary, structured student discourse, collaborative conversations, written responses, questioning, and appropriate linguistic supports to strengthen students' comprehension and communication of increasingly rigorous grade-level content. **Strategy's Expected Result/Impact:** Students will increase their ability to comprehend rigorous texts, use academic vocabulary, discuss and analyze text, support responses with evidence, and communicate understanding orally and in writing. Strengthened academic language proficiency will increase students' access to grade-level Reading TEKS and contribute to improved performance on district assessments and grades 3-6 Reading STAAR. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

655

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 37% to 42%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the ECISD PLC Framework through weekly PLCs focused on unpacking priority Science TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. **Strategy's Expected Result/Impact:** Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making in Science. Teachers will use evidence of student learning to identify gaps and misconceptions, adjust instruction, provide targeted reteaching and enrichment, and monitor progress toward mastery. These practices will increase student mastery of grade-level Science TEKS and contribute to an increase in fifth-grade students achieving MEETS Grade Level or Above on Science STAAR from 37% to 42%. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				656

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen TEKS-aligned Tier 1 Science instruction through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will provide rigorous learning experiences that incorporate scientific investigation, inquiry, academic vocabulary, critical thinking, problem-solving, and opportunities for students to apply and demonstrate understanding of grade-level Science TEKS. **Strategy's Expected Result/Impact:** Students will receive consistent access to rigorous, grade-level Science instruction aligned to the depth and complexity of the TEKS. Increased opportunities to investigate scientific concepts, apply content knowledge, use academic vocabulary, analyze information, and demonstrate understanding will strengthen conceptual knowledge and application of Science standards, resulting in improved performance on classroom, district, and fifth-grade Science STAAR assessments. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement AVID/WICOR and purposeful blended-learning strategies in Science to increase student engagement, inquiry, academic discourse, collaboration, critical thinking, and ownership of learning. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies along with teacher-led, collaborative, small-group, independent, hands-on, and technology-supported learning experiences. **Strategy's Expected Result/Impact:** Students will have increased opportunities to read, write, discuss, investigate, collaborate, and think critically about scientific concepts. AVID/WICOR and blended-learning practices will provide multiple pathways for students to develop, apply, and demonstrate understanding of Science content while allowing teachers to differentiate instruction based on student needs. Consistent implementation will strengthen mastery of Science TEKS and contribute to increased performance on district assessments and fifth-grade Science STAAR. **Staff Responsible for Monitoring:** AVID Site Team				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners. 857
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of 3rd-6th grade students receiving Special Education services who meet or exceed their STAAR scores will increase from 0% to 10%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: 3rd-6th STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron Elementary will employ a Title I-funded full-time Special Education instructional aide to provide additional instructional support for students receiving Special Education services. The aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instruction, reinforce grade-level skills, and support the implementation of appropriate accommodations, modifications, and instructional interventions in inclusion and resource settings. **Strategy's Expected Result/Impact:** The addition of a full-time Special Education instructional aide will increase opportunities for students receiving Special Education services to receive targeted, differentiated instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level curriculum, reinforce skills identified through their IEPs and assessment data, and provide more frequent opportunities for small-group and individualized instruction. These supports will contribute to increased academic growth and progress toward the campus goal of increasing the percentage of students receiving Special Education services who meet or exceed the identified STAAR performance target from 0% to 10% by May 2027. **Staff Responsible for Monitoring:** Administrators and Special Education Resource Teacher **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				658

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: General Education and Special Education teachers will collaboratively use STAAR, district assessment, classroom assessment, student work, progress-monitoring, and IEP data to identify individual academic strengths and learning gaps of students receiving Special Education services. Teachers will use the data to plan and provide rigorous, differentiated Tier 1 instruction, targeted small-group intervention, appropriate accommodations and modifications, and timely reteaching while monitoring student progress toward grade-level standards and individual academic goals. **Strategy's Expected Result/Impact:** Consistent analysis of student performance and progress-monitoring data will enable teachers to identify learning gaps earlier and provide more precise instructional responses based on individual student needs. Increased collaboration between General Education and Special Education staff will strengthen alignment between grade-level instruction, intervention, accommodations, modifications, and IEP goals. Students receiving Special Education services will have increased access to rigorous grade-level content and targeted academic support, resulting in increased mastery of grade-level TEKS, improved performance on district and state assessments, and progress toward increasing the percentage meeting or exceeding the identified STAAR performance target from 0% to 10% by May 2027. **Staff Responsible for Monitoring:** Administrators and Special Education Resource Teacher **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

660

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 39% to 45%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3 teachers will use i-Ready Reading diagnostic and progress-monitoring data, along with classroom assessments, student work, and teacher observations, to identify individual student strengths and learning gaps and provide targeted, differentiated reading instruction. Teachers will monitor student participation, lesson completion, lesson success, and progress toward personalized i-Ready growth goals. i-Ready instructional resources will be used to supplement, not replace, teacher-led Tier 1 and intervention instruction. **Strategy's Expected Result/Impact:** Consistent use of i-Ready data will allow teachers to identify reading skill gaps earlier, provide targeted instruction based on individual student needs, and monitor whether students are responding to intervention. Increased opportunities for differentiated, teacher-led instruction and purposeful i-Ready practice will accelerate reading growth and contribute to an increase in K-3 students achieving or exceeding their i-Ready Reading growth goal from 39% to 45% by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				661

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the ECISD PLC Framework in grades K-3 through weekly PLCs focused on unpacking priority Reading TEKS, collaboratively planning rigorous Tier 1 literacy instruction, analyzing i-Ready and classroom assessment data and student work, identifying learning gaps, and planning targeted reteaching, intervention, and enrichment based on student needs. **Strategy's Expected Result/Impact:** Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and ensure that instructional decisions are based on current evidence of student learning. Teachers will identify students who are not demonstrating expected reading growth, determine specific skill needs, plan timely instructional responses, and monitor progress. This continuous cycle of planning, instruction, assessment, intervention, and progress monitoring will increase reading growth and the percentage of K-3 students meeting or exceeding their i-Ready Reading goals. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Strengthen TEKS-aligned Tier 1 Reading instruction in grades K-3 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use i-Ready data, classroom assessments, student work, and observations to differentiate whole-group and small-group instruction and provide targeted support based on individual student literacy needs. **Strategy's Expected Result/Impact:** Students will receive consistent, rigorous, and differentiated literacy instruction aligned to grade-level Reading TEKS and individual learning needs. Purposeful small-group instruction and timely reteaching will address foundational reading and comprehension gaps before they become more significant, resulting in increased reading proficiency, accelerated individual growth, and a greater percentage of K-3 students achieving or exceeding their i-Ready Reading goals. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: PreK-3 teachers will implement blended-learning instructional practices to provide differentiated, student-centered learning experiences that address individual literacy needs and strengthen reading achievement. Teachers will use i-Ready and other student performance data to intentionally plan teacher-led small-group instruction, collaborative learning, independent practice, and purposeful technology-based learning experiences. **Strategy's Expected Result/Impact:** Consistent implementation of blended learning will increase opportunities for targeted reading instruction, intervention, enrichment, and personalized practice based on individual student needs. Through intentional use of student performance data, teachers will provide differentiated learning experiences that strengthen foundational literacy and reading comprehension skills, increase student engagement and ownership of learning, and contribute to an increase in the percentage of K-3 students achieving or exceeding their i-Ready Reading goal from 39% to 45% by May 2027. **Staff Responsible for Monitoring:** Administrators and Campus Digital & Blended Learning Specialist **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				662

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Cameron Elementary will employ two full-time instructional aides to strengthen Kindergarten literacy instruction, with one aide assigned to support each Kindergarten partner-teacher pair. Instructional aides will work collaboratively with classroom teachers to provide additional support during whole-group, small-group, and individualized instruction, with an emphasis on foundational reading skills and differentiated learning opportunities. **Strategy's Expected Result/Impact:** The addition of full-time instructional aides will increase opportunities for targeted, differentiated reading instruction and timely intervention based on individual student needs. Increased instructional support will allow teachers to provide more frequent small-group and individualized learning experiences, strengthen students' foundational literacy skills, and address identified reading gaps. This additional support will contribute to increased Kindergarten reading growth and support the campus goal of increasing the percentage of K-3 students achieving or exceeding their i-Ready Reading goal from 39% to 45% by May 2027. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Full time pay for Title I aides - Title One School-wide - $66,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 39% to 45%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third-grade teachers will implement the ECISD PLC Framework through weekly PLCs focused on unpacking priority Reading TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, and planning targeted reteaching, intervention, and enrichment based on student needs. **Strategy's Expected Result/Impact:** Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making. Teachers will use evidence of student learning to identify specific reading skill gaps, adjust instruction, provide timely reteaching and intervention, and monitor progress toward mastery. This continuous instructional cycle will strengthen mastery of grade-level Reading TEKS and contribute to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				665

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third-grade teachers will strengthen TEKS-aligned Tier 1 Reading instruction through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data and student work to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. **Strategy's Expected Result/Impact:** Students will receive consistent access to rigorous, grade-level Reading instruction aligned to the depth and complexity of the TEKS. Differentiated whole-group and small-group instruction will provide opportunities to address identified reading gaps while increasing students' ability to comprehend increasingly complex texts, use textual evidence, and demonstrate understanding of grade-level standards. Consistent implementation will increase mastery of Reading TEKS and contribute to improved performance on district assessments and third-grade Reading STAAR. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Third-grade teachers will implement blended-learning instructional practices to provide differentiated, student-centered reading experiences that address individual academic needs and strengthen reading achievement. Teachers will use student performance data to intentionally plan and facilitate teacher-led small-group instruction, collaborative learning, independent practice, and purposeful technology-based learning experiences. **Strategy's Expected Result/Impact:** Consistent implementation of blended learning will increase opportunities for targeted reading instruction, intervention, enrichment, and personalized practice based on individual student needs. Teachers will use student performance data to adjust instructional groups and learning experiences, allowing students to receive timely support or academic challenge. Increased differentiation, student engagement, and targeted instruction will strengthen mastery of grade-level Reading TEKS and contribute to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Third-grade teachers will intentionally implement AVID/WICOR strategies within daily Reading instruction to increase rigor, student engagement, academic discourse, critical thinking, collaboration, and student ownership of learning. Teachers will incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies that provide students with opportunities to read and analyze grade-level texts, respond through speaking and writing, support thinking with textual evidence, ask and answer higher-level questions, and collaborate with peers. **Strategy's Expected Result/Impact:** Consistent implementation of AVID/WICOR strategies will increase opportunities for students to actively engage with rigorous grade-level texts, communicate their thinking, use textual evidence, and develop deeper comprehension and critical-thinking skills. Students will strengthen their ability to independently read, analyze, discuss, and respond to increasingly complex texts, resulting in increased mastery of grade-level Reading TEKS and contributing to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027.				666

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students meeting or exceeding on their Reading STAAR assessment will increase from 22% to 35%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK-6 teachers will strengthen academic language development by intentionally integrating opportunities for Emergent Bilingual students to listen, speak, read, and write throughout daily content instruction in accordance with Cameron's Two-Way Dual Language language-allocation model. Teachers will incorporate content and language objectives, academic vocabulary, structured student discourse, collaborative conversations, writing, questioning, and linguistic supports appropriate to students' levels of language proficiency. **Strategy's Expected Result/Impact:** Emergent Bilingual students will have increased opportunities to acquire, practice, and apply academic language in meaningful instructional contexts. Consistent opportunities to listen, speak, read, and write will strengthen students' academic vocabulary, comprehension, oral language, written expression, and ability to communicate their understanding of grade-level content. Strengthened academic language proficiency will increase students' access to rigorous grade-level instruction and contribute to an increase in the percentage of Emergent Bilingual students meeting or exceeding their targeted reading growth. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				668

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PreK-6 teachers will utilize the ECISD PLC Framework to regularly analyze the academic and language-development progress of Emergent Bilingual students. During PLCs, teachers will review reading and language-proficiency data, classroom assessments, and student work to identify learning gaps, evaluate student progress, and collaboratively plan rigorous Tier 1 instruction, linguistic supports, targeted reteaching, intervention, and enrichment based on identified student needs. **Strategy's Expected Result/Impact:** Consistent analysis of Emergent Bilingual student performance within the PLC process will strengthen collaborative, data-driven decision-making and increase teachers' ability to respond to both academic and linguistic needs. Teachers will identify students needing additional support earlier, adjust instruction based on evidence of learning, and monitor the effectiveness of instructional responses. This continuous cycle of data analysis, collaborative planning, differentiated instruction, and progress monitoring will contribute to increased reading and language growth among Emergent Bilingual students and increase the percentage meeting or exceeding their targeted reading growth. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 73% to 78%.

Evaluation Data Sources: Panorama end of year survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-6th grade teachers will implement iLead social-emotional learning lessons at least once each week to provide students with consistent opportunities to develop self-awareness, relationship skills, responsible decision-making, and a sense of belonging within the school community. **Strategy's Expected Result/Impact:** Teachers will facilitate meaningful discussions and activities that help students build positive relationships with peers and adults and strengthen their connection to the campus. Consistent participation in weekly iLead lessons will strengthen students' social-emotional skills, promote positive student-to-student and student-to-staff relationships, and increase students' sense of belonging, support, and connection to the school community. As a result, the percentage of students reporting positive School Connectedness on the Panorama survey will increase. **Staff Responsible for Monitoring:** Administrators and Counselor **Problem Statements:** School Culture and Climate 1				670

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cameron Elementary will utilize the campus House System and schoolwide relationship-building activities to strengthen student belonging, promote positive relationships across grade levels, recognize student contributions and accomplishments, and provide opportunities for students and staff to participate in a shared school community. House competitions, celebrations, recognition activities, and other campus traditions will be intentionally used to promote connection, teamwork, leadership, and school pride. **Strategy's Expected Result/Impact:** Students will have increased opportunities to build meaningful relationships with peers and adults beyond their individual classrooms and grade levels. Participation in House activities, celebrations, recognition, and schoolwide traditions will strengthen students' sense of belonging, increase positive perceptions of the school environment, and foster a stronger connection to the Cameron community. These efforts will contribute to an increase in students reporting a positive sense of School Connectedness on the Panorama Survey from 73% to 78%. **Staff Responsible for Monitoring:** Administrators and House Committee Members **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, teach, model, practice, and reinforce clear behavioral expectations across classrooms and common areas. Staff will use positive reinforcement, proactive behavior supports, consistent routines and procedures, and intentional relationship-building practices to create safe, structured, and supportive learning environments where students feel valued, respected, and connected. **Strategy's Expected Result/Impact:** Consistent implementation of CHAMPS will increase predictability, positive student-adult interactions, and consistency of behavioral expectations across the campus. Students will experience learning environments that are safe, supportive, and conducive to positive relationships with peers and adults. Strengthened classroom climate and positive behavior supports will increase students' sense of belonging and connection to the school community and contribute to an increase in positive responses on the Panorama School Connectedness Survey from 73% to 78% by May 2027. **Staff Responsible for Monitoring:** Administrators				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 96% to 98%.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administration, the attendance clerk, counselor, and appropriate staff will regularly review the district-provided attendance report to monitor student attendance and identify students demonstrating patterns of absences, tardies, and early dismissals. Identified students will receive timely, appropriate interventions and follow-up based on individual attendance needs. **Strategy's Expected Result/Impact:** Consistent review and use of the district-provided attendance report will allow campus staff to identify attendance concerns early and respond before patterns become chronic. Timely interventions, student and parent follow-up, and continued monitoring of identified students will support improved attendance habits, reduce missed instructional time, and contribute to an increase in student daily attendance from 96% to 98% by May 2027. **Staff Responsible for Monitoring:** Administrators and Attendance Clerk **Problem Statements:** Demographics 1 - School Culture and Climate 1				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus staff will provide timely, ongoing communication with parents and guardians regarding student attendance and will work collaboratively with families to identify and address barriers contributing to absences, tardies, and early dismissals. The counselor and appropriate campus staff will provide individualized follow-up, connect families with available resources and supports, and develop attendance improvement plans when needed. **Strategy's Expected Result/Impact:** Increased communication and collaboration with families will improve parent awareness of attendance expectations and the academic impact of missed instructional time. Identifying and addressing individual barriers will provide families with appropriate support and increase students' access to daily instruction, resulting in improved attendance and progress toward the campus goal of 98% daily attendance. **Staff Responsible for Monitoring:** Attendance Clerk and Administrators **Problem Statements:** Demographics 1 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron Elementary will implement positive attendance recognition and incentive opportunities throughout the school year to encourage and reinforce consistent student attendance. Attendance will be celebrated through individual, classroom, grade-level, and/or campus-wide recognition opportunities, including attendance incentives each nine-week grading period. **Strategy's Expected Result/Impact:** Positive recognition and incentives will increase student and family awareness of the importance of consistent attendance and encourage students to develop positive attendance habits. Celebrating attendance progress and improvement will promote student motivation, strengthen a campus culture that values daily participation in learning, and contribute to an increase in student daily attendance from 96% to 98% by May 2027. **Staff Responsible for Monitoring:** Administrators and Attendance Clerks **Problem Statements:** Demographics 1 - School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students673 identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Evaluation Data Sources: Focus reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, explicitly teach, model, practice, and reinforce clear behavioral expectations in classrooms and common areas. Staff will utilize consistent routines and procedures, positive reinforcement, proactive behavior supports, and reteaching of expectations to promote appropriate student behavior. **Strategy's Expected Result/Impact:** Consistent implementation of CHAMPS will provide students with clear, predictable behavioral expectations and increase consistency in how student behavior is supported across the campus. Proactive teaching, reinforcement, and reteaching of expectations will reduce behavioral incidents, increase positive student behaviors, and decrease behaviors that may result in exclusionary disciplinary consequences, contributing to a reduction in students receiving exclusionary discipline from 2 students to 1 student by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Culture and Climate 1				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus counselor will provide monthly guidance lessons to PreK-6 students focused on age-appropriate social-emotional and behavioral skills, including responsible decision-making, self-management, conflict resolution, positive relationships, communication, and strategies for appropriately responding to challenging situations. **Strategy's Expected Result/Impact:** Monthly guidance lessons will provide students with explicit instruction and opportunities to develop and practice the social-emotional and behavioral skills necessary to make positive choices, manage emotions, resolve conflicts, and interact appropriately with peers and adults. Strengthening these skills will support the prevention of behavioral incidents and reduce behaviors that may lead to exclusionary disciplinary consequences. **Staff Responsible for Monitoring:** Administration and counselor **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus administration, the counselor, teachers, and appropriate support staff will identify students demonstrating recurring behavioral concerns and provide targeted interventions and supports based on individual student needs. Staff will monitor student progress, communicate with families, reteach behavioral expectations, and adjust interventions as needed to address behaviors before they escalate to exclusionary disciplinary consequences. **Strategy's Expected Result/Impact:** Early identification and targeted behavioral intervention will provide students with additional support before behavioral concerns become more significant. Ongoing progress monitoring, family collaboration, reteaching, and individualized supports will strengthen positive student behavior, reduce repeated disciplinary incidents, and decrease the need for exclusionary discipline, supporting the campus goal of reducing the number of students receiving exclusionary discipline from 2 to 1 by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, 100% of new Cameron staff will complete AVID training, and 100% of PreK-6th grade teachers will participate in AVID/WICOR strategy refresher training to strengthen the consistent implementation of AVID instructional practices across the campus.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: AVID sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron Elementary will provide AVID professional learning for all new staff and ongoing AVID/WICOR strategy refreshers for PreK-6th grade teachers. Professional learning will focus on the intentional implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies across content areas to increase instructional rigor, student engagement, critical thinking, academic discourse, collaboration, organization, and student ownership of learning. **Strategy's Expected Result/Impact:** Teachers will increase their knowledge, confidence, and ability to intentionally incorporate AVID/WICOR strategies into daily instruction across content areas. Consistent implementation will provide students with increased opportunities to write, inquire, collaborate, organize their learning, read critically, and engage in rigorous academic discourse. As a result, students will develop stronger academic behaviors, critical-thinking skills, independence, and ownership of learning that support academic achievement and future college and career readiness. **Staff Responsible for Monitoring:** AVID Site Team **Problem Statements:** Demographics 1 - Student Achievement 1 - School Culture and Climate 1				676

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cameron Elementary will develop a college- and career-ready culture beginning in elementary school through AVID, College Awareness Days, age-appropriate career exploration, student goal setting, leadership opportunities, organizational skills, academic habits, and exposure to college and postsecondary pathways. Teachers will intentionally connect AVID practices to opportunities for students to explore future possibilities and understand the connection between current academic success and future goals. **Strategy's Expected Result/Impact:** Students will develop increased awareness of college, career, and postsecondary opportunities while building the academic habits, organizational skills, leadership skills, goal-setting practices, and student agency necessary for future success. Consistent exposure to college and career pathways will help students connect their current learning to future aspirations, increase motivation and ownership of learning, and establish a strong foundation for long-term college and career readiness. **Staff Responsible for Monitoring:** AVID Site Team **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

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Demographics

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

School Culture and Climate

Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, student daily attendance will increase from 95.7% to 97%

Evaluation Data Sources: attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administration, the attendance clerk, counselor, and appropriate staff will regularly review the district-provided attendance report to monitor student attendance and identify students demonstrating patterns of absences, tardies, and early dismissals. Identified students will receive timely, appropriate interventions and follow-up based on individual attendance needs. **Strategy's Expected Result/Impact:** Consistent review and use of district attendance data will allow campus staff to identify attendance concerns early and respond before patterns become chronic. Timely intervention, student and parent follow-up, and continued monitoring will reduce missed instructional time, improve individual attendance patterns, and contribute to an increase in student daily attendance from 95.7% to 97%. **Staff Responsible for Monitoring:** Attendance clerk and Administrators **Problem Statements:** Demographics 1 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus staff will provide timely and ongoing communication with parents and guardians regarding student attendance and work collaboratively with families to identify and address barriers contributing to absences, tardies, and early dismissals. The counselor and appropriate campus staff will provide individualized follow-up, connect families with available resources and supports, and develop attendance improvement plans when appropriate. **Strategy's Expected Result/Impact:** Increased communication and collaboration with families will strengthen parent awareness of attendance expectations and the impact of missed instructional time on student achievement. Identifying and addressing individual barriers will provide families with appropriate support, improve student attendance patterns, and increase students' access to daily instruction, contributing to progress toward the campus attendance goal of 97%. **Staff Responsible for Monitoring:** Administrators and Attendance Clerk **Problem Statements:** Demographics 1 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Positive recognition and incentives will reinforce the importance of daily attendance and encourage students and families to develop consistent attendance habits. Recognizing both strong attendance and improvement will increase student motivation, promote a campus culture that values daily participation in learning, reduce preventable absences, and contribute to progress toward the campus goal of increasing daily attendance from 95.7% to 97%. **Strategy's Expected Result/Impact:** These strategies appropriately overlap with the attendance strategies under Board Goal 3, Performance Objective 2 because both objectives address student attendance. Using the same core strategies also creates consistency in the CIP rather than introducing separate initiatives for the same campus need. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 4: Classroom Excellence

Performance Objective 2: Cameron will implement TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies in 100% of classrooms for all subjects by May 2027.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK-6 teachers will implement rigorous, TEKS-aligned Tier 1 instruction across all content areas through consistent use of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use student performance data and evidence of learning to differentiate instruction and provide appropriate academic support and challenge based on student needs. **Strategy's Expected Result/Impact:** Consistent implementation of the district curriculum and high-quality Tier 1 instructional practices will ensure that all students have access to rigorous, relevant, grade-level learning experiences aligned to the TEKS. Increased consistency in instructional planning, delivery, differentiation, and academic rigor will strengthen student mastery of grade-level standards and contribute to implementation of TEKS-based, rigorous, and relevant instruction in 100% of classrooms across all content areas by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				681

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PreK-6 teachers will implement the ECISD PLC Framework through regularly scheduled PLCs focused on unpacking priority standards, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying learning gaps, and planning differentiated reteaching, intervention, and enrichment. PLCs will be used to strengthen consistency and alignment of curriculum, instruction, and assessment across grade levels and content areas. **Strategy's Expected Result/Impact:** Consistent implementation of the ECISD PLC Framework will strengthen teacher collaboration and ensure instructional decisions are grounded in standards and evidence of student learning. Teachers will have structured opportunities to evaluate the effectiveness of instruction, respond to student needs, and refine instructional practices, resulting in increased consistency, rigor, and alignment of Tier 1 instruction across classrooms and content areas. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: PreK-6 teachers will intentionally implement AVID/WICOR and blended-learning instructional practices across content areas to provide rigorous, differentiated, and student-centered learning experiences. Teachers will incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies and use student performance data to intentionally plan teacher-led small-group instruction, collaborative learning, independent learning, and purposeful technology-based experiences. **Strategy's Expected Result/Impact:** Consistent implementation of AVID/WICOR and blended-learning practices will increase instructional rigor, differentiation, student engagement, academic discourse, collaboration, critical thinking, and ownership of learning. Students will have multiple opportunities to engage with grade-level content, receive targeted support or enrichment, and demonstrate their learning in meaningful ways, contributing to the implementation of high-quality instructional strategies in 100% of classrooms across all subjects by May 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: PreK-6 teachers will strengthen academic language development by intentionally integrating opportunities for students to listen, speak, read, and write throughout daily content instruction in accordance with Cameron's Two-Way Dual Language language-allocation model. Teachers will incorporate learning objectives, academic vocabulary, structured student discourse, collaborative conversations, writing, questioning, and linguistic supports appropriate to students' levels of language proficiency. **Strategy's Expected Result/Impact:** Consistent integration of academic language development across content areas will increase students' opportunities to acquire, practice, and apply academic language in meaningful learning contexts. Students will strengthen their ability to comprehend rigorous grade-level content, communicate academic thinking orally and in writing, engage in collaborative discourse, and demonstrate understanding in the language of instruction. These practices will support increased academic achievement while advancing Cameron's mission of developing students who are bilingual and biliterate in English and Spanish. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				682

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause**: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause**: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, at least 60% of Cameron Elementary families will participate in at least one academic-focused family engagement opportunity designed to increase families' understanding of grade-level academic expectations, student performance data, attendance expectations, intervention supports, and strategies for supporting learning at home.

Evaluation Data Sources: Sign in sheets for Title I meetings and other family engagement events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron Elementary will provide bilingual academic family-engagement opportunities throughout the school year, including academic family nights, parent conferences, informational sessions, and other campus events designed to help families understand grade-level expectations, curriculum, assessments, student performance data, intervention and enrichment supports, and strategies for supporting learning at home. Family-engagement activities will intentionally connect parent participation to student learning and academic achievement. **Strategy's Expected Result/Impact:** Families will increase their understanding of grade-level academic expectations, student performance, available instructional supports, and strategies they can use to reinforce learning at home. Stronger connections between school-based instruction and family support will increase families' capacity to participate as partners in their children's education and contribute to improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - School Culture and Climate 1				684

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cameron Elementary will strengthen ongoing bilingual, two-way communication with families regarding student learning, academic progress, attendance, assessment results, intervention needs, and available campus supports. Teachers and campus staff will utilize parent conferences, Focus communication, campus communications, and other appropriate communication methods to provide families with timely information and opportunities to ask questions, provide feedback, and collaborate with staff regarding their child's academic progress. **Strategy's Expected Result/Impact:** Families will receive timely, understandable, and accessible information in English and Spanish that strengthens their awareness of their child's academic progress and individual learning needs. Increased two-way communication will strengthen school-family partnerships, promote earlier identification and response to academic or attendance concerns, and increase families' ability to make informed decisions and actively support their child's academic success. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause**: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

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Board Goal 5: Culture of Excellence

Performance Objective 1: By Spring 2027, School Connectedness Panorama Data will increase from 73% to 78%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK-6 teachers will implement weekly iLead Social-Emotional Learning (SEL) lessons to intentionally develop students' social-emotional skills, strengthen relationships, promote positive decision-making, and foster a sense of belonging and connection to the school community. Teachers and staff will reinforce the skills and expectations introduced through iLead throughout the school day. **Strategy's Expected Result/Impact:** Consistent implementation of iLead lessons will provide students with opportunities to develop self-awareness, self-management, relationship skills, and responsible decision-making. Intentional attention to students' social-emotional development will strengthen positive relationships with peers and adults and help students feel known, supported, valued, and connected to their school community, contributing to an increase in positive School Connectedness responses on the Panorama Survey from 73% to 78% by Spring 2027. **Staff Responsible for Monitoring:** Administrators and Counselor **Problem Statements:** School Culture and Climate 1				686

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cameron Elementary will utilize the campus House System and schoolwide activities to strengthen student belonging, build positive relationships across grade levels, recognize student contributions and accomplishments, and provide opportunities for students and staff to participate in a shared school community. House competitions, celebrations, recognition activities, student leadership opportunities, and campus traditions will be intentionally used to promote connection, teamwork, leadership, and school pride. **Strategy's Expected Result/Impact:** Participation in the House System will provide students with increased opportunities to build meaningful relationships with peers and adults beyond their individual classrooms and grade levels. Schoolwide activities, recognition, leadership opportunities, and shared traditions will strengthen students' sense of belonging, increase school pride, and promote positive perceptions of the school environment, contributing to an increase in School Connectedness from 73% to 78%. **Staff Responsible for Monitoring:** Administrator and House Committee Members **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, explicitly teach, model, practice, and reinforce clear behavioral expectations across classrooms and common areas. Staff will use positive reinforcement, proactive behavior supports, consistent routines and procedures, and intentional relationship-building practices to create safe, structured, and supportive learning environments where students feel valued, respected, and connected. **Strategy's Expected Result/Impact:** Consistent implementation of CHAMPS will increase predictability, positive student-adult interactions, and consistency of behavioral expectations throughout the campus. Students will experience safe and supportive learning environments that promote positive relationships, respectful interactions, and a sense of belonging. Strengthened classroom and campus climate will contribute to an increase in students reporting a positive sense of School Connectedness on the Panorama Survey from 73% to 78% by Spring 2027. **Staff Responsible for Monitoring:** Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 5: Culture of Excellence

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Evaluation Data Sources: Focus disciplinary reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK-6th grade teachers will implement iLead social-emotional learning lessons at least once each week to provide students with consistent opportunities to develop self-awareness, relationship skills, responsible decision-making, and a sense of belonging within the school community. **Strategy's Expected Result/Impact:** Teachers will facilitate meaningful discussions and activities that help students build positive relationships with peers and adults and strengthen their connection to the campus. Consistent participation in weekly iLead lessons will strengthen students' social-emotional skills, promote positive student-to-student and student-to-staff relationships, and increase students' sense of belonging, support, and connection to the school community. As a result, the percentage of students reporting positive School Connectedness on the Panorama survey will increase. **Staff Responsible for Monitoring:** Administrators and counselor **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All PreK-6th grade students will participate in at least one counselor-led guidance lesson each month focused on developing positive behavior, social-emotional skills, conflict resolution, responsible decision-making, self-regulation, and appropriate responses to challenging situations. **Strategy's Expected Result/Impact:** Lessons will proactively reinforce campus behavior expectations and provide students with strategies to successfully manage their behavior and interactions with others. Lessons will proactively reinforce campus behavior expectations and provide students with strategies to successfully manage their behavior and interactions with others. **Staff Responsible for Monitoring:** Administrators and Counselor **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

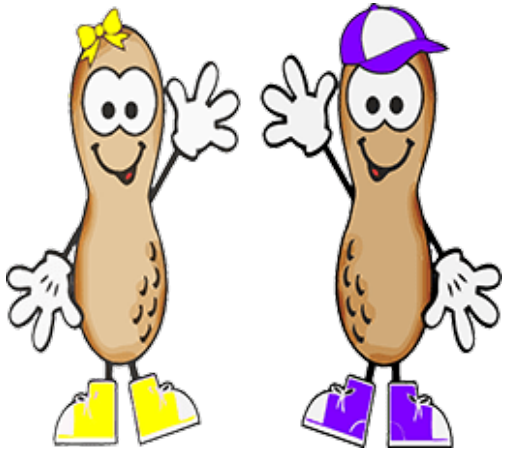
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause**: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

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Ector County Independent School District

Carver Early Education Center

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

At Carver, we remain dedicated to providing a warm, inclusive, and supportive foundation for our students and families as they navigate their first educational milestone in ECISD. We deeply value these foundational early childhood years and are committed to cultivating a sense of belonging across our entire campus community.

As we launch the 2026–2027 school year, we proudly welcome new staff members to our team. Campus Leadership is committed to driving teacher success by offering proactive guidance, open communication, and accessible support. By anticipating needs and addressing challenges early, we ensure our educators have the resources required to thrive in the classroom.

Furthermore, prioritizing staff well-being remains a top campus initiative. Leadership will actively support work-life balance, provide wellness and stress-management opportunities, and sustain a empathetic school culture.

Professional collaboration will continue to serve as a cornerstone of our campus plan. Through structured professional learning communities (PLCs), shared planning, and interdisciplinary teamwork, our teachers will continuously exchange best practices, enhance instruction, and build a cohesive professional community.

Vision

Carver Early Education Center aspires to be a premier leader in early childhood education, where every child's unique potential is celebrated and nurtured. As a model learning community, we honor diversity, empower families as vital partners, and ignite the curiosity, confidence, and foundational skills necessary for every student to thrive in school and throughout life.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: 90% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2026-2027 school year using CLI data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Classroom structures will provide learning and set expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Technology 1				693

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement daily small-group phonemic awareness and phonics lessons using evidence-based resources (e.g., Frog Street Press, Estrellita for dual language learners.) **Strategy's Expected Result/Impact:** Classroom structures will provide learning and set expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Families will receive hands-on materials, such as letter-sound flashcards, take-home literacy bags, and modeled strategies during Academic Parent Teacher Team (APTT) meetings. **Strategy's Expected Result/Impact:** Parents will be empowered to practice letter sounds at home through fun, interactive activities. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Family and Community Engagement 1				694

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. **Root Cause**: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause**: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 by the end of the 2026-2027 school year using CLI data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers. **Strategy's Expected Result/Impact:** Classroom structures will provide learning opportunities and set expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - Technology 1				696

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student. **Strategy's Expected Result/Impact:** Monthly testing will provide on-going PreK Data. **Staff Responsible for Monitoring:** Classroom teachers and administrator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Technology 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classrooms will use manipulatives, songs, movement activities, and math games (e.g., counting cubes, number lines, number songs, and counting games during centers) to reinforce rote counting in an engaging, multisensory way. **Strategy's Expected Result/Impact:** Students will engage in multisensory learning experiences that increase participation, strengthen number recognition, and build fluency in rote counting. **Staff Responsible for Monitoring:** Classroom teachers and administrator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. **Root Cause**: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation. 697
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. **Root Cause**: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause**: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI Data and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner. **Strategy's Expected Result/Impact:** Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. **Staff Responsible for Monitoring:** Teachers and Instructional Aides **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				698

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bi-Weekly Data Review Cycles **Strategy's Expected Result/Impact:** Implement structured PLC time every two weeks where teachers analyze real-time ESGI, Math and Reading Academy reports to regroup students fluidly based on skill mastery rather than static ability levels. **Staff Responsible for Monitoring:** Classroom teachers and administrator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted Skills Tracking **Strategy's Expected Result/Impact:** Utilize ESGI flashcard and tracking tools weekly to monitor micro-skills (letter sounds, number recognition) so small group lesson plans immediately adapt to learning gaps before EOY assessments. **Staff Responsible for Monitoring:** Teachers and Instructional Aides **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Technology 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause**: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: 83% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2026-2027 school year.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre K 4 students will leave Carver with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Technology 1				700

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. **Strategy's Expected Result/Impact:** Classroom Instruction will improve to meet the needs of students. **Staff Responsible for Monitoring:** Administrators and Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student. **Strategy's Expected Result/Impact:** Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home. **Staff Responsible for Monitoring:** Administrators, and Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. **Root Cause**: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. **Root Cause**: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus experienced a high turnover rate in specialized/Special Education early childhood teaching positions during the 2025-2026 school year. **Root Cause**: Absence of a structured campus-level onboarding, mentorship, and peer-support framework specifically designed for specialized early childhood educators.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. **Root Cause**: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause**: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. **Strategy's Expected Result/Impact:** Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - School Organization 1				703

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent Conscious Discipline Training. **Strategy's Expected Result/Impact:** Parents will understand how to expand the Conscious Discipline Strategies at home. This will help connect school to home. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Standardize Classroom Safety & Belonging Structures **Strategy's Expected Result/Impact:** Set up dedicated Safe Places equipped with active calming tools (e.g., S.T.A.R. breathing visual cards, Feeling Buddies) and display visual job boards so every student has a meaningful role in the classroom community. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Organization 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Integrate Language of Safety and Encouragement **Strategy's Expected Result/Impact:** Train staff to replace traditional compliance-based language with Conscious Discipline assertions (e.g., "My job is to keep you safe; your job is to help keep it that way") and proactive encouragement celebrating effort and helpfulness. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- 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				704

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Job-Embedded Staff Coaching & Walkthroughs **Strategy's Expected Result/Impact:** Conduct monthly administrator and instructional coach learning walks focused on Conscious Discipline **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. **Root Cause**: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause**: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

705

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Daily attendance will improve from 90% to 93%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Daily attendance logs, data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parent communication through face to face interactions. **Strategy's Expected Result/Impact:** Staff will support parents in understanding the importance of school attendance. **Staff Responsible for Monitoring:** All staff members **Problem Statements:** Demographics 1 - Family and Community Engagement 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monthly lunch dates. **Strategy's Expected Result/Impact:** Parents will be encouraged to have students at school as much as possible. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance for the 2025-2026 school year was 90%, falling 5 percentage points below the district goal of 95%. **Root Cause**: Lack of a systematic campus response plan for chronic absenteeism and inconsistent outreach explaining the academic impact of Pre-K attendance to families.

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause**: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

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Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 93% by the end of the 2026-2027 school year.

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
Strategy 1: Morning Greeting Rituals at the Door	Formative			Summative
Strategy's Expected Result/Impact: Utilize daily Conscious Discipline greeting choices (e.g., high five, hug, wave, verbal choice) as children arrive to build immediate connection and psychological safety. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Interactive Classroom Attendance Boards	Formative			Summative
Strategy's Expected Result/Impact: Implement visual "School Family" boards (e.g., moving their photo/name card from "Home" to "School Family") during morning arrival so students feel noticed and missed when absent. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1 - School Organization 1	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Morning Soft-Start Activities	Formative			Summative
Strategy's Expected Result/Impact: Standardize high-interest, low-stress morning play invitations (e.g., sensory bins, building blocks, art explorations) during the first 20 minutes of the day to make arrival the most engaging part of the morning. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Family and Community Engagement 1 - School Organization 1	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Academic Parent Teacher Team Attendance Data Workshops	Formative			Summative
Strategy's Expected Result/Impact: Dedicate a portion of the Fall APTT meeting to share anonymized data showing the direct correlation between Pre-K attendance and EOY CLI/ESGI reading readiness scores. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1	Oct	Jan	Mar	May 709

Strategy 5 Details	Reviews			
Strategy 5: Positive Attendance Communication	Formative			Summative
Strategy's Expected Result/Impact: Celebratory text messages or postcard reminders to parents after 5, 10, and 15 consecutive days of attendance, focusing on positive reinforcement rather than punitive notices. **Staff Responsible for Monitoring:** Administrator and Instructional Coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1 - School Organization 1	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance for the 2025-2026 school year was 90%, falling 5 percentage points below the district goal of 95%. **Root Cause**: Lack of a systematic campus response plan for chronic absenteeism and inconsistent outreach explaining the academic impact of Pre-K attendance to families.
School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. **Root Cause**: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause**: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

Performance Objective 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.

Evaluation Data Sources: Sign in Sheets, Notes Home to remind Parents of future activities, Social Media reminders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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 **Problem Statements:** Family and Community Engagement 1 - School Organization 1				711

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. **Strategy's Expected Result/Impact:** Positive image of Carver Early Education Center and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause**: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

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Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Carver Early Education Staff will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.

Evaluation Data Sources: Eduphoria, Sign in Sheets, Emails, Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly PLC meetings focused on Conscious Discipline techniques (Safe Place setups, breathing strategies, routines, emotional regulation strategies). **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working together to build our understanding. **Staff Responsible for Monitoring:** Administrator, Office Staff, Counselor, Teachers, and Instructional Aides **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Family and Community Engagement 1 - School Organization 1				713

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use walkthroughs to observe and reinforce implementation of Conscious Discipline strategies. **Strategy's Expected Result/Impact:** Counselor, Administrators or Instructional Coach can provide in-class modeling and feedback to offer additional support as needed. **Staff Responsible for Monitoring:** Counselor, Administrators or Instructional Coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Family and Community Engagement

Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause**: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

714

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of core content teachers will receive job-embedded coaching and feedback from the Instructional Coach, resulting in an increase from 70% to 80% of classrooms demonstrating proficient Tier 1 instructional strategies as measured by district walkthrough rubrics and teacher growth evaluations.

Evaluation Data Sources: walkthrough data and teacher growth evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Instructional Coach will implement bi-weekly coaching cycles (pre-conferencing, modeling, observation, and debriefing) focusing on Tier 1 instruction, student engagement, and checks for understanding. **Strategy's Expected Result/Impact:** improved Tier 1 instruction, and improved student engagement **Staff Responsible for Monitoring:** Instructional Coach, Campus Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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 Achievement 1 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Title One School-wide				715

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Facilitate weekly Professional Learning Community (PLC) data meetings with core content teams to analyze student formative data and refine instructional delivery. **Strategy's Expected Result/Impact:** Teams will analyze student formative data and will be able to refine instructional delivery. **Staff Responsible for Monitoring:** Instructional Coach, Campus Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- 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 Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1 **Funding Sources:** - Title One School-wide, - Local				

No Progress Accomplished Continue/Modify Discontinue

716

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. **Root Cause**: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. **Root Cause**: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause**: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 5: Culture of Excellence

Performance Objective 1: 75% of parents will report on the Title 1 Parent Survey that they feel welcomed and engaged as partners at Carver Early Education Center

Evaluation Data Sources: Title 1 Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Increase parent visibility and engagement by hosting family engagement events aligned to instructional goals (e.g., Wish You Well, math night, Conscious Discipline parent training). **Strategy's Expected Result/Impact:** Parent participation and engagement in the PreK year. **Staff Responsible for Monitoring:** All teachers and staff members **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				717

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen communication channels through regular newsletters, SeeSaw updates, Social Media posts (FB), and bilingual communication to ensure all families receive timely and accessible information. **Strategy's Expected Result/Impact:** Parent participation and engagement in the PreK year. **Staff Responsible for Monitoring:** All teachers and staff members. **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Expand opportunities for parent voice by holding Academic Parent Teacher Team (APTT) meetings and feedback sessions where parents can share input on goals and progress. **Strategy's Expected Result/Impact:** Parents will know best practices for supporting their child at home. **Staff Responsible for Monitoring:** Instructional staff **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement	
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Cause**: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.	**Root 718**

Board Goal 5: Culture of Excellence

Performance Objective 2: Rigor in Early Learning

Evaluation Data Sources: High-Quality Instructional Materials (HQIM)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Standardize daily implementation of the state Pre-K guidelines across all classrooms **Strategy's Expected Result/Impact:** Ensuring balance between explicit small-group skill instruction (CLI/ESGI-aligned) and purposeful, play-based learning centers. **Staff Responsible for Monitoring:** Administrator, Office Staff, Counselor, Teachers, and Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Informed Differentiation **Strategy's Expected Result/Impact:** Utilize bi-weekly PLC data meetings (CLI Engage, ESGI, and anecdotal observation) to continually refine learning stations and small group intervention plans. **Staff Responsible for Monitoring:** Administrator, Instructional Coach, Teachers, and Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Technology 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. **Root Cause**: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus experienced a high turnover rate in specialized/Special Education early childhood teaching positions during the 2025-2026 school year. **Root Cause**: Absence of a structured campus-level onboarding, mentorship, and peer-support framework specifically designed for specialized early childhood educators.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause**: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

720

Board Goal 5: Culture of Excellence

Performance Objective 3: Environment & Climate Excellence

Evaluation Data Sources: High-Fidelity School Family

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Pre-K classrooms to feature fully functional Safe Places, Brain Smart Start morning routines, and active job boards to promote emotional regulation and child autonomy. **Strategy's Expected Result/Impact:** Students will feel a sense of belonging. **Staff Responsible for Monitoring:** Administrator, Instructional Coach, Teachers, and Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			721
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Positive Campus-Wide Staff Culture **Strategy's Expected Result/Impact:** Implement staff recognition systems (e.g., weekly peer-nominated "Excellence Spotlights") celebrating innovative teaching practices, positive family communication, and campus leadership. **Staff Responsible for Monitoring:** Administrator, Instructional Coach, Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause**: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Ector County Independent School District

Cavazos Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



722

Mission Statement

United with families and community, we ignite every students' potential to grow and achieve greatness in a safe learning environment.

Vision

Students first, inspire, educate, and celebrate

723

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724

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percent of students performing at the MEETS level in 3rd - 5th grade MATH STAAR will increase from 34% to 45% by the Spring 2027 STAAR. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 30% to 40%; 4th grade STAAR English and Spanish MEETS level will increase from 48% to 60%; and 5th grade STAAR English and Spanish MEETS level will increase from 27% to 35%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: iReady Math, Checkpoint data, ST Math, student journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Math, Exit Tickets, IXL.

725

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Implement daily, hands-on spatial reasoning and measurement instruction utilizing concrete manipulatives (e.g., base-ten blocks, perimeter tools, geometric solids) across both English and Spanish classrooms. Integrate weekly vertical alignment sessions for 3rd-5th grade math teachers to align measurement standards, formulas, and domain vocabulary across grade levels.

Strategy's Expected Result/Impact: Directly addresses Category 3 (Geometry and Measurement), which was the lowest-performing domain across 3rd-5th grades on both language versions. Strengthening this core area will elevate borderline "Approaches" students into the "Meets" performance tier across all three grade levels.

Staff Responsible for Monitoring: Math team: Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule bi-weekly vertical PLC in grades 3rd - 5th to focus on alignment and mapping TEKS vertical progression.	Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.	May 2027	
2	Use standardize geometry and measurement manipulatives into Tier I instruction across all 3rd - 5th grade English and Spanish classes.	Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 1, 4

Funding Sources: Opportunity Culture Plan - Title One School-wide

726

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: In order to improve MATH Category 2: Computations and Algebraic Relationships from below 50% across 3rd - 5th grade to 60%, we will structure Tier I computational lessons using physical manipulatives to build conceptual understanding of multi-digit operations, fractions, algebraic equations. We will transition students to drawing visual representations to map out computational steps and connect representations directly to standard algorithms and algebraic equations.

Strategy's Expected Result/Impact: Student mastery in Category 2 will increase in all grade levels.

Staff Responsible for Monitoring: In addition, we will dedicate the first 10-15 minutes of every math block to a daily multi-step word problem routine focusing on computational schemas.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will reinforce Category 2 Math skills the first 10-15 minutes of class.	Math teachers, AP, math specialist	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 1

727

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: In order to ameliorate Math Category 2, we will dedicate the first 10-15 minutes of every math block to a daily multi-step word problem routine focusing on computational schemas (e.g., Combine, Change, Compare, Equal Groups/ Parts). Students will be trained to use a structured 4-step problem-solving model to include: Understand, Plan, Solve, and Check (UPSC) model.
Students are also provided vocabulary scaffolds in both English and Spanish (e.g., sum/suma, difference/diferencia, product/ producto, quotient/cociente, variable/variable) to support Emergent Bilingual students.

Strategy's Expected Result/Impact: Category 2 (Computations and Algebraic Relationships) passing and mastery rates across 3rd, 4th, and 5th grade math (English and Spanish) will increase from a baseline average of 50% to 60% on formative assessments and the Spring STAAR 2027 assessment. We will also reduce the number of "Did Not Meet" by moving at least 15% of borderline students into the "Approaches Grade Level" and transitioning at least 10% of the "Approaches" students to the "Meets Grade Level".

Staff Responsible for Monitoring: Math Team: Anna Garcia, Michelle Cuellar, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego, and the instructional specialist - September Garrett.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Model teaching of skill during vertical math PLC.	Math Team	May 2027	
2	Track student mastery based on student work in journals.	Math Team	May 2027	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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
- Targeted Support Strategy
Problem Statements: Student Achievement 1

728

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause**: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause**: Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate grades.

729

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percent of students performing at the MEETS level in 3rd - 5th grade Reading STAAR will increase from 36% to 45% by the Spring 2027 STAAR. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 32% to 40%; 4th grade STAAR English and Spanish MEETS level will increase from 35% to 45%; and 5th grade STAAR English and Spanish MEETS level will increase from 40% to 50%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: iReady Reading, Checkpoint data,HMH, student writing journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Reading, Exit Tickets, instructional specialist.

730

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Targeted Reading and Writing Instruction: Teachers will use STAAR, checkpoint, i-Ready, and formative assessment data to provide weekly small-group instruction focused on priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses in English and Spanish. Consistent Data Monitoring and Intervention: Grade-level teams will review reading and writing data during weekly PLCs, set individual student growth goals, and provide timely reteaching, intervention, and enrichment. Progress will be monitored through common assessments, exit tickets, writing samples, and student data folders				731

Strategy's Expected Result/Impact: Students will improve their reading comprehension, vocabulary, revising, editing, grammar, and written-response skills. Targeted small-group instruction will close learning gaps and increase the number of students achieving the MEETS level on the Spring 2027 STAAR.

Staff Responsible for Monitoring: Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross,Maria Medrano, Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze STAAR, checkpoint, i-Ready, and classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross,Maria Medrano, Instructional Specialist	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 2, 3

Funding Sources: Oportunity Culture - Title One School-wide

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%				

Strategy's Expected Result/Impact: Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%.

Staff Responsible for Monitoring: Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross,Maria Medrano, Instructional Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross,Maria Medrano, Instructional Specialist	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 1, 2, 3, 5

Funding Sources: Oportunity Culture - Title One School-wide

732

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause**: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause**: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 5: 5th grade Science English and Spanish severely underperforming with over half of the students failing to meet standard grade-level expectations. **Root Cause**: There appears to be a disproportionate focus on Reading and Math instructional schedules which leave behind Science instruction in the primary grades and there's a lack of hands-on, inquire-based science instruction in the lower grades.

733

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percent of students performing at the MEETS level in 5th grade Science STAAR English and Spanish MEETS level will increase from 6% to 25% by the Spring 2027 STAAR.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Vernier connection, Mcgraw Hill, Ed Puzzle and Summit K12

734

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Data-Driven Small-Group Instruction: Teachers will analyze checkpoints, exit tickets, and common assessments to identify low-performing Science TEKS. Students will receive targeted small-group instruction, reteaching, hands-on investigations, and spiral review in English and Spanish.

Strategy's Expected Result/Impact: Students will strengthen their understanding of targeted Science TEKS through differentiated small-group instruction and hands-on learning. Regular data monitoring and timely reteaching will close learning gaps and increase the percentage of students achieving the MEETS level from 6% to 25% on the Spring 2027 Science STAAR.

Staff Responsible for Monitoring: Daisy Zamarripa, Yamila Borrego

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze checkpoints, exit tickets, and common assessment data to identify low-performing Science TEKS. Group students according to specific learning needs and update groups regularly based on progress. Provide targeted small-group instruction and reteaching at least two times per week. Use hands-on investigations, models, visuals, and bilingual supports to strengthen understanding. Include spiral review of previously taught Science TEKS during daily instruction. Monitor student progress every two to three weeks and adjust instruction based on assessment results.	Daisy Zamarripa, Yamila Borrego	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 5

Funding Sources: Oportunity Culture - Title One School-wide

735

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Academic Vocabulary and STAAR Practice: Teachers will explicitly teach science vocabulary using visuals, models, bilingual supports, and reading-to-learn strategies. Students will regularly practice STAAR-aligned questions, including diagrams, graphs, investigations, and written explanations, while receiving immediate feedback				736

Strategy's Expected Result/Impact: Students will improve their understanding and use of academic science vocabulary in English and Spanish. Through visuals, models, bilingual supports, and consistent STAAR-aligned practice, students will become more confident analyzing diagrams, graphs, investigations, and complex questions. These skills will increase student performance and help raise the percentage of students reaching the MEETS level from 6% to 25% on the Spring 2027 Science STAAR.

Staff Responsible for Monitoring: Daisy Zamarripa, Yamila Borrego

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach and review science vocabulary in English and Spanish using visuals, models, word walls, and student-friendly definitions. Incorporate STAAR-aligned questions into daily instruction and weekly spiral reviews. Model how to analyze diagrams, graphs, tables, investigations, and multi-step questions. Teach students to identify key vocabulary, annotate questions, eliminate incorrect answers, and justify their responses. Provide frequent opportunities for students to discuss and write scientific explanations using academic vocabulary. Monitor progress through exit tickets, vocabulary checks, and common assessments, then reteach skills as needed.	Daisy Zamarripa, Yamila Borrego	May 2027	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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
- Targeted Support Strategy
Problem Statements: Student Achievement 1, 2, 3, 4, 5

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause**: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause**: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause**: Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate grades.

Problem Statement 5: 5th grade Science English and Spanish severely underperforming with over half of the students failing to meet standard grade-level expectations. **Root Cause**: There appears to be a disproportionate focus on Reading and Math instructional schedules which leave behind Science instruction in the primary grades and there's a lack of hands-on, inquire-based science instruction in the lower grades.

Board Goal 2: The percentage of 3rd grade students READING at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of 3rd-grade students reading at or above grade level (this includes the Meets and Masters Level students) will increase from 40% to 50%, as measured by the SPRING 2027 STAAR RLA.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Reading, Checkpoint data,HMH, student writing journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Reading, Exit Tickets, instructional specialist.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Targeted Reading and Writing Instruction: Teachers will use STAAR, checkpoint, i-Ready, and formative assessment data to provide weekly small-group instruction focused on priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses in English and Spanish. Consistent Data Monitoring and Intervention: Grade-level teams will review reading and writing data during weekly PLCs, set individual student growth goals, and provide timely reteaching, intervention, and enrichment. Progress will be monitored through common assessments, exit tickets, writing samples, and student data folders

Strategy's Expected Result/Impact: Students will improve their reading comprehension, vocabulary, revising, editing, grammar, and written-response skills. Targeted small-group instruction will close learning gaps and increase the number of students achieving the MEETS level on the Spring 2027 STAAR.

Staff Responsible for Monitoring: PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 2, 3

Funding Sources: Title I - instructional specialist - Title One School-wide

739

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Expected Results/Impact: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%

Strategy's Expected Result/Impact: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%.

Staff Responsible for Monitoring: PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 1, 2, 3, 4

Funding Sources: Title I -- instructional specialist - Title One School-wide

740

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause**: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause**: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause**: Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate grades.

Board Goal 2: The percentage of 3rd grade students READING at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: Kindergarten: By May 2027 the percentage of kindergarten students reading at or above grade level will increase from 45% to 60% as measured by the EOY i-Ready Diagnostic.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: i-Ready, mClass, Checkpoints, Exit Tickets, Running Records, Teams Fluency, Seesaw, Google Classrooms.

742

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Kindergarten teachers will provide daily, explicit, systematic instruction in foundational literacy skills, including phonological awareness, phonics, letter-sound correspondence, decoding, high-frequency words, vocabulary, and comprehension. Teachers will use modeling, guided practice, frequent checks for understanding, and opportunities for students to apply skills in connected text. Campus administrators and instructional leaders will monitor implementation through walkthroughs, PLCs, and student work reviews.

Strategy's Expected Result/Impact: Consistent, high-quality Tier I reading instruction will strengthen students' foundational literacy skills and accelerate reading development, resulting in an increased percentage of Kindergarten students meeting or exceeding grade-level expectations on the EOY i-Ready Diagnostic.

Staff Responsible for Monitoring: Lead teacher and kindergarten teachers and assistant principal.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.	Lead teacher and kindergarten teachers and assistant principal.	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1

743

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Kindergarten teachers will analyze i-Ready Diagnostic, progress-monitoring, and classroom assessment data during PLCs to identify specific reading skill gaps. Students performing below grade level will receive targeted small-group instruction and intervention based on identified needs. Student progress will be monitored regularly, and groups and instructional strategies will be adjusted based on evidence of mastery and growth.

Strategy's Expected Result/Impact: Students who are below grade level will receive timely, targeted instruction addressing specific skill deficits. Regular progress monitoring and instructional adjustments will accelerate student growth and support the campus goal of increasing Kindergarten students reading at or above grade level from 45% to at least 60% by May 2027.

Staff Responsible for Monitoring: Lead teacher and kindergarten teachers and assistant principal.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Kindergarten teachers will meet during PLCs to analyze i-Ready and classroom assessment data, identify students who are below grade level, create targeted small groups based on specific skill deficits, and adjust instruction and interventions according to student progress.	Lead teacher and kindergarten teachers and assistant principal.	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 2, 3

744

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause**: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Student Achievement

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause**: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

745

Board Goal 2: The percentage of 3rd grade students READING at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: 1st Grade: By May 2027 the percentage of first grade students reading at or above grade level will increase from 16% to 60% as measured by the EOY i-Ready Diagnostic.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: BOY, EOY, EOY i-Ready, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: First-grade teachers will provide daily, explicit, and systematic foundational reading instruction with fidelity, following the adopted phonics program's scope and sequence. Instruction will include teacher modeling, guided practice, frequent opportunities for student response, decoding practice, and application of skills in connected text. Teachers will use ongoing formative assessments to identify misconceptions and adjust instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level foundational reading skills, including phonemic awareness, decoding, automatic word recognition, and fluency. Consistent implementation of systematic instruction will reduce foundational skill gaps and contribute to an increase in the percentage of first-grade students reading at or above grade level from 16% to 60% by May 2027.

Staff Responsible for Monitoring: 1st grade teachers and assistant principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	Administrators	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1

747

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: First-grade teachers will participate in weekly data-driven PLCs to analyze i-Ready, formative assessment, and progress-monitoring data; identify students' specific reading skill deficits; establish flexible instructional groups; and determine targeted interventions and next instructional steps. Student progress will be reviewed regularly, and groups will be adjusted based on evidence of mastery.

Strategy's Expected Result/Impact: Students performing below grade level will receive timely and targeted instruction addressing their specific reading deficits. Frequent progress monitoring and regrouping will allow teachers to respond quickly when students are not making adequate progress, resulting in accelerated reading growth, fewer students requiring intensive intervention, and increased achievement on the EOY i-Ready Diagnostic.

Staff Responsible for Monitoring: 1st grade teachers and AP

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	administrators	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 2, 3 - Family and Community Engagement 1

748

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause**: A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause**: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause**: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

749

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause**: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

Board Goal 2: The percentage of 3rd grade students READING at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 4: By May 2027, the percentage of Pre-K scholars demonstrating mastery of Phonological Awareness/ELAR Overall, as measured by the EOY CLI Assessment, will increase from 64% in Spring 2026 to 72% for English-language scholars and from 76% in Spring 2026 to 84% for Spanish-language scholars.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: CLI, student work samples, and teachers weekly check for mastery of letter sounds and letter identification.

750

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Daily Explicit Phonological Awareness Instruction: Teachers will provide intentional daily instruction and practice in phonological awareness skills such as rhyming, alliteration, syllable segmentation and blending, and beginning sound identification. Instruction will incorporate modeling, oral practice, movement, songs, manipulatives, and language-appropriate supports.				751

Strategy's Expected Result/Impact: Scholars will develop stronger foundational literacy and sound-awareness skills in their language of instruction. Consistent practice will address early literacy gaps and contribute to increasing mastery to 72% for English-language scholars and 84% for Spanish-language scholars on the EOY CLI Assessment.

Staff Responsible for Monitoring: PK teachers & administrators as well as the TOR-Garibay

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly PLC, review student journals, weekly letter knowledge and recognition progress.	PK teachers & administrators as well as the TOR-Garibay	May 2027	

Title I:
2.51, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Use CLI Data to Differentiate Instruction: Teachers will analyze BOY, MOY, and progress-monitoring data during PLCs to identify specific skill gaps, create flexible instructional groups, and provide targeted literacy instruction. Groups will be adjusted as scholars demonstrate mastery or require additional intervention.

Strategy's Expected Result/Impact: Scholars who are not demonstrating mastery will receive early, targeted support before literacy gaps become more significant. Ongoing progress monitoring and flexible grouping will accelerate growth and increase the number of scholars meeting or exceeding EOY CLI expectations in both English and Spanish.

Staff Responsible for Monitoring: PK teachers and administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.	PK teachers, administrators, and TOR	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Student Achievement 3

752

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause**: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause**: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

753

Board Goal 2: The percentage of 3rd grade students READING at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 5: By the end of the school year, at least 35% of K-5 Emergent Bilingual students at Lauro Cavazos Elementary will achieve an Advanced or Advanced High composite proficiency rating on the TELPAS, increasing from the baseline of 20.7% (56 out of 271 students). Additionally, student performance at the Beginning composite level will decrease from 36.5% to below 25% by targeting accelerated growth in Speaking and Writing.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: SummitK12, student journals, Fluency reading, WICOR strategies in RLA

754

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Structured Sentence Frames and Speaking Routines (Focus: Speaking & Oral Fluency) - integrate structured academic conversations into daily Tier 1 instruction across all content areas using linguistic sentence frames, sentence starters, and "Turn and Talk" protocols (e.g., QSSSA: Question, Signal, Stem, Share, Assess). Focus Area: Addresses speaking bottlenecks--particularly in Kindergarten and Grades 2-3, where 32% to 96% of students currently score at the Beginning speaking level. **Strategy's Expected Result/Impact:** Composite Growth: Increase the proportion of K-5 EB students scoring Advanced / Advanced High on the TELPAS composite rating from 20.7% (56 students) to [?] 35% (~95 students). **Staff Responsible for Monitoring:** EB teachers and administrators				755

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Bi-Weekly Data Tracking & Targeted Small-Group Intervention Form grade-level PLC data teams to monitor Emergent Bilingual student progress by examining SummitK12 usage and student journals.	EB teachers and administrators	May 2027	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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
- Targeted Support Strategy
Problem Statements: Demographics 3 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cross-Curricular Scaffolded Interactive Writing (Focus: Writing & Literacy). Utilize sentence expansion exercises, visual graphic organizers, and word banks during daily writing tasks in Reading Language Arts, Science, and Social Studies. Teachers will model academic language structures and incorporate micro-writing opportunities across all subjects. Focus Area: Directly supports K-2 students transitioning from non-writing or Beginning levels (e.g., 96% Beginning in K and 88% in Grade 2) to Intermediate and Advanced writing standards. **Strategy's Expected Result/Impact:** Reduction in Beginning Levels: Decrease the overall percentage of K-5 students at the Beginning composite level from 36.5% (99 students) to < 25% (< 68 students). Domain Progress: Achieve a 15% increase in K-5 students progressing to Intermediate or higher in Speaking. Achieve a 20% increase in Grades 1-5 students attaining Advanced or Advanced High ratings in Writing. **Staff Responsible for Monitoring:** EB teachers and administrators				756

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct Campus-Wide Professional Development on Scaffolding & Academic Language Stems Provide hands-on professional development for all K-5 core content teachers (RLA, Math, Science, Social Studies) on integrating sentence frames, visual anchors, and structured speaking strategies (e.g., QSSSA) into daily lesson plans. MCLs and administrators will follow with bi-weekly classroom walkthroughs and feedback cycles to ensure explicit language modeling in every classroom. Equips teachers across all grade levels to systematically build student confidence in speaking and writing proficiency.	EB teachers and administrators and MCLs.	May 2027	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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
- Targeted Support Strategy
Problem Statements: Student Achievement 2, 3

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: Students classified as Economically Disadvantaged represent the overwhelming majority of discipline referrals, making up 88.6% of all disciplined students (31 of 35) and accumulating 248 assigned disciplinary days. **Root Cause**: Insufficient campus-wide Positive Behavioral Interventions and Supports (PBIS) and a gap in trauma-informed behavior management strategies that address the underlying socio-economic stressors affecting students.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause**: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause**: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause**: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

757

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause**: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By the end of the 2026-2027 school year, Cavazos Elementary will reduce student discipline referrals and repeated behavior incidents by 10% through consistent implementation of campus-wide behavior expectations, positive reinforcement, restorative practices, and proactive classroom management strategies. Progress will be monitored through discipline referral data, behavior documentation, and student response to interventions.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline data reports and number of referrals

758

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: By the end of the 2026-2027 school year, the campus will use Panorama Student Survey data to increase students' sense of belonging and school connectedness by 10%. The campus will strengthen positive relationships, student voice, recognition, and understanding of school expectations so students feel valued, supported, and motivated to grow academically and socially.

Strategy's Expected Result/Impact: We will increase the School Connectedness area by 8% in the Panorama Survey by May 2027.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, School Counselor, Classroom Teachers, and designated behavior/support staff.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Student and staff will receive public recognition through the morning announcements and the campus will send positive notes home. The school counselor and CIS will also celebrate student progress in academic areas.	Principal and AP, counselor, and CIS	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2

Funding Sources: Title 1 Representative - Title One School-wide

759

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: By the Spring 2027 Panorama students will report an increase of 10% of feeling valued, supported, safe, and connected to their teachers, peers, and school. Students will better understand campus expectations and take greater ownership of their growth.

Strategy's Expected Result/Impact: Students will feel a sense of belonging and value.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Family Engagement/Title I Coordinator, and Campus Support Staff.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review Panorama Survey data to identify areas of low student connectedness. Conduct regular student check-ins and provide opportunities for student voice. Recognize students for academic growth, attendance, behavior, and personal accomplishments. Provide campus activities and celebrations that build school pride and belonging. Increase positive family communication and engagement opportunities. Monitor attendance, behavior, participation, and student retention throughout the year. Reteach and reinforce campus expectations and values consistently.	Principals, AP, Teachers, Staff.	Spring 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: School Culture and Climate 1, 2, 3

Funding Sources: Title One Specialist - Title One School-wide

760

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: The campus will define clear expectations and explicitly teach 3-5 universal behavior expectations across all common areas (classrooms, hallways, cafeteria, playground); this will support the reduction in student referrals.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will reduce discipline referrals by 10% through consistent behavior expectations, positive reinforcement, and proactive behavior interventions to promote a safe and supportive learning environment.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and consistently teach campus-wide behavior expectations and procedures. Implement the Emergent Tree behavior plan consistently across classrooms and common areas. Use positive reinforcement and recognition to encourage appropriate student behavior. Provide Tier 1 behavior supports, including modeling, reteaching expectations, and restorative conversations. Monitor discipline referrals and behavior data regularly to identify patterns and students needing additional support. Maintain consistent communication with families regarding behavior concerns, interventions, and student progress. Provide staff with professional development and ongoing support in classroom management and behavior intervention strategies.	All Staff	May 2027	

761

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Demographics 2 - Family and Community Engagement 1

Funding Sources: Title 1 Specialist - Title One School-wide

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause**: A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. **Root Cause**: A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause**: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause**: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause**: There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause**: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By the end of the 2026-2027 school year, the campus will maintain an average daily attendance rate of 95% or higher by consistently monitoring attendance, communicating with families, providing targeted support, and recognizing grade levels through weekly attendance celebrations and incentives to promote positive attendance habits and school engagement.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Daily attendance and six week attendance data

763

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Students will demonstrate an increased sense of belonging, school pride, and connection to Cavazos Elementary. This will positively impact student engagement, attendance, behavior, academic growth, family involvement, and student retention.

Strategy's Expected Result/Impact: Student attendance will increase.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Pull and review daily attendance reports to monitor grade-level attendance. Recognize grade levels that meet the 95% daily attendance goal. Use a "Spin the Wheel" attendance incentive to celebrate qualifying grade levels. Provide weekly grade-level attendance celebrations and recognition. Communicate attendance progress and celebrations with students, staff, and families. Provide targeted follow-up and family communication for students with frequent absences.	Principals, Records Clerk	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: School Culture and Climate 1, 2, 3

Funding Sources: Title 1 Representative - Title One School-wide

764

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause**: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

School Culture and Climate
Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause**: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.
Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause**: There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

765

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, teachers will strengthen classroom excellence by consistently providing standards-aligned, engaging, and differentiated instruction. Progress will be measured through walkthrough data, student achievement results, lesson plans, and evidence of student engagement and academic growth

HB3 Board Goal

Evaluation Data Sources: Classroom walkthroughs and formal observations
Lesson plans and standards alignment
Student assessment and STAAR data
District checkpoints and common assessments
i-Ready and ST Math progress reports
Student work samples and data folders
PLC documentation and intervention records
Student engagement and participation data

766

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Teachers will use weekly planning and PLC meetings to analyze student data, align lessons to the TEKS, plan engaging instruction, and identify students needing additional support or enrichment.

Strategy's Expected Result/Impact: Teachers will consistently deliver rigorous, TEKS-aligned lessons based on student data. As a result, student engagement, mastery of grade-level standards, and performance on classroom assessments, district checkpoints, and STAAR will increase.

Staff Responsible for Monitoring: All Cavazos Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly grade-level planning meetings and PLCs to align instruction with the TEKS and district curriculum. Analyze assessment data to identify student strengths, learning gaps, and priority standards. Develop rigorous, engaging lessons using district-approved resources and research-based strategies. Use formative assessments, exit tickets, and student work to monitor mastery and adjust instruction. Provide coaching, modeling, and feedback through MCL support, walkthroughs, and classroom observations. Review student progress regularly and provide targeted reteaching or enrichment	All Cavazos Staff	May 2027	

Title I:
2.51, 2.52, 2.53

767

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Teachers will provide targeted small-group instruction, use research-based strategies and appropriate accommodations, and monitor student progress through checkpoints, exit tickets, student work, and digital learning programs.

Strategy's Expected Result/Impact: Students will receive instruction tailored to their individual academic needs through targeted small groups, appropriate accommodations, and timely interventions. As a result, learning gaps will decrease, student engagement and confidence will improve, and more students will demonstrate growth and mastery on classroom assessments, district checkpoints, and STAAR.

Staff Responsible for Monitoring: All Cavazos Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use assessment data to group students according to specific academic needs. Provide targeted small-group instruction, intervention, reteaching, and enrichment. Implement appropriate accommodations and differentiated learning activities for SPED, emergent bilingual, and advanced learners.Use manipulatives, visuals, technology, and research-based instructional strategies to support different learning styles. Monitor progress through exit tickets, student work, district checkpoints, i-Ready, and ST Math data. Conduct regular student conferences to review goals, celebrate growth, and identify next steps. Adjust student groups and instructional plans based on ongoing progress-monitoring data.	All Cavazos Staff	May 2027	

768

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: Title One - Title One School-wide

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause**: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause**: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Cavazos Elementary will improve the student attendance rate by implementing consistent attendance monitoring, family communication, and targeted interventions. The campus will reduce chronic absenteeism and increase the percentage of students maintaining at least a 95% attendance rate, as measured by district attendance records.

HB3 Board Goal

Evaluation Data Sources: Daily student attendance records
Campus and district attendance reports
Chronic absenteeism data
Student tardy and early-release records
Parent contact and conference documentation
Attendance intervention plans and follow-up records
Weekly and monthly attendance trend reports
End-of-year attendance comparison data

770

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Attendance Monitoring and Early Intervention Monitor student attendance weekly to identify patterns of absences and tardiness. Provide early, targeted interventions for students at risk of chronic absenteeism.

Strategy's Expected Result/Impact: Weekly monitoring and early intervention will help identify students with attendance concerns before they become chronically absent. As a result, student absences and tardiness will decrease, attendance rates will improve, and students will receive more consistent instructional time, leading to stronger academic achievement.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review student attendance and tardiness data weekly. Identify students who demonstrate patterns of frequent absences, tardiness, or early checkouts. Contact parents or guardians promptly to discuss attendance concerns and offer support. Conduct attendance conferences and develop individualized attendance improvement plans when needed. Collaborate with the counselor, attendance clerk, teachers, administrators, and district personnel to address barriers.Provide referrals to school or community resources for families needing additional assistance. Document all parent contacts, interventions, and student progress. Review intervention results regularly and adjust support based on student needs.	All Staff	May 2027	

771

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Family Engagement and Attendance Incentives Strengthen communication with families about the importance of regular attendance and recognize students and classes for improved and consistent attendance.

Strategy's Expected Result/Impact: Consistent family communication, attendance education, and student incentives will increase awareness of the importance of daily attendance. As a result, family engagement will improve, student absences and tardiness will decrease, and more students will maintain a 95% or higher attendance rate.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Share clear attendance expectations with families through newsletters, phone calls, social media, and parent meetings. Provide families with regular updates about their child's attendance, tardiness, and progress. Educate students and families about how regular attendance supports academic success. Recognize students and classes for excellent or improved attendance through certificates, announcements, Cougar Cash, or monthly celebrations. Create grade-level or classroom attendance challenges to encourage consistent attendance. Survey families to identify transportation, health, or scheduling barriers that affect attendance. Connect families with campus and community resources to address identified barriers. Review incentive participation and attendance data monthly to determine effectiveness and make adjustments.	All Staff	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Family and Community Engagement 1

772

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause**: A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. **Root Cause**: A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause**: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

773

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Cavazos Elementary will decrease the number of student discipline referrals by 20% compared with the 2025-2026 school year. This will be achieved through consistent schoolwide behavior expectations, positive behavior supports, restorative practices, and targeted interventions for students with repeated behavioral concerns. Progress will be measured using campus discipline reports and referral data.

HB3 Board Goal

Evaluation Data Sources: Campus discipline referral reports
Office referral data by grade level, location, behavior type, and student group
In-school and out-of-school suspension records
Classroom behavior documentation and incident logs
Student attendance and tardiness records
Behavior intervention plans and progress-monitoring data
Counselor and parent conference documentation
Walkthrough observations of classroom management and student behavior
Student, staff, and parent climate surveys
Comparison of monthly and annual discipline data from the 2025-2026 and 2026-2027 school years

774

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Consistent Schoolwide Behavior Expectations implement and reinforce clear, consistent behavior expectations and classroom-management procedures across all campus settings. Teachers will explicitly teach, model, practice, and regularly review expected student behaviors.

Strategy's Expected Result/Impact: Consistent teaching and enforcement of schoolwide behavior expectations will help students clearly understand appropriate behavior in classrooms and common areas. As a result, student behavior, engagement, and time on task will improve, while classroom disruptions and office discipline referrals will decrease.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach, model, and practice expectations with students at the beginning of the year and after extended breaks. Display behavior expectations in classrooms, hallways, the cafeteria, and other shared areas. Use consistent language, procedures, and consequences across all grade levels. Provide professional development and coaching on classroom management and de-escalation strategies. Reinforce expectations through daily reminders, morning announcements, and classroom meetings. Monitor implementation through walkthroughs, behavior data, and staff feedback. Review discipline data during PLCs or leadership meetings and adjust supports as needed.	All Staff	May 2027	

775

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Demographics 2

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Positive Behavior Supports and Targeted Interventions use positive reinforcement, restorative practices, counseling, and individualized behavior interventions to recognize appropriate behavior and support students who demonstrate repeated behavioral concerns.

Strategy's Expected Result/Impact: Positive behavior supports, restorative practices, counseling, and targeted interventions will help students strengthen their self-management and conflict-resolution skills. As a result, positive behavior and student engagement will increase, repeated behavior incidents and classroom disruptions will decrease, and fewer students will receive office discipline referrals.

Staff Responsible for Monitoring: All staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students with repeated behavioral concerns by reviewing discipline referral and classroom behavior data. Develop individualized behavior goals, intervention plans, and progress-monitoring systems for identified students. Provide counseling, social-emotional learning, check-ins/check-outs, and mentoring based on student needs. Use restorative conversations and reflection activities to help students understand the impact of their choices and repair harm. Recognize positive behavior through praise, Cougar Cash, certificates, classroom incentives, and campus celebrations. Communicate regularly with families about student behavior, progress, and strategies that can be reinforced at home. Collaborate with teachers, counselors, administrators, and support staff to ensure interventions are implemented consistently.Review behavior data every four to six weeks and adjust interventions based on student progress.	All Staff	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: Demographics 2 - School Culture and Climate 2

776

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. **Root Cause**: A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.
School Culture and Climate
Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause**: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

777

Board Goal 5: Culture of Excellence

Performance Objective 1: The campus will establish Academic & Professional Expectations by establishing clear, measurable benchmarks for high-quality instruction and hold weekly Professional Learning Community (PLC) data meetings to maintain consistency.
The campus will also recognize expand the campus-wide staff and student recognition programs to celebrate growth, attendance, and exemplary leadership behaviors.

HB3 Board Goal

Evaluation Data Sources: Implement campus-wide daily attendance incentives and family outreach contracts for students reaching 5+ unexcused absences. Establish a welcoming/onboarding protocol for mobile students to help them transition smoothly and build immediate peer/teacher connections.

778

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: School Connectedness Performance Objective- Teachers

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will increase staff connectedness, collaboration, and sense of belonging by 10%, as measured through staff feedback/survey data, by providing opportunities for recognition, team building, shared decision-making, and positive staff engagement.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.	All Staff	May Staff	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Title 1 Respresentative - Title One School-wide

779

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: The campus will work on developing the school climate & voice by implementing monthly pulse surveys for staff and students to address address culture concerns and refine campus practices.
School Connectedness Performance Objective- Teachers

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will increase staff connectedness, collaboration, and sense of belonging by 10%, as measured through staff feedback/survey data, by providing opportunities for recognition, team building, shared decision-making, and positive staff engagement.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.	All Staff	May Staff	

780

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **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
- **Targeted Support Strategy**

Problem Statements: School Culture and Climate 1, 2, 3

Funding Sources: Title 1 Respresentative - Title One School-wide

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause**: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause**: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause**: There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Staff Quality, Recruitment, and Retention

Problem Statement 2: With 67% of the current campus staff composed of newly hired teachers--including District of Innovation (DOI) hires and international educators--the campus faces a heavy ongoing burden to rapidly onboard, acculturate, and support a predominantly new workforce. **Root Cause**:
Prior staffing structures lacked direct, classroom-embedded coaching and standardized onboarding routines. This necessitated the recent, rapid implementation of mentor assignments, district-level facilitator development, and Opportunity Culture frameworks (MCLs and Reach Associates) to stabilize instruction and bridge pedagogical and cultural gaps across a mostly newly assembled teaching staff.

781

Board Goal 5: Culture of Excellence

Performance Objective 2: The school will establish recognition & wellness protocols: Integrate staff-nominated peer recognitions into staff meetings and institute monthly wellness check-ins led by the campus climate committee.

HB3 Board Goal

Evaluation Data Sources: By the end of the **2026-2027 school year**, **teachers will increase their sense of belonging, collaboration, and connection to the campus by 10%**, as measured through staff survey and feedback data. The campus will provide opportunities for **teacher recognition, team building, collaboration, shared decision-making, and positive staff engagement** to strengthen staff morale and retention.

782

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: The teachers will form cross-grade level triads that conduct 15-minute non-evaluative peer observations once per month to reduce teacher isolation and create effective practices.

Strategy's Expected Result/Impact: Teachers will experience an increased sense of belonging, support, recognition, and collaboration, helping increase staff connectedness from 71% to 75%. The strategies will also support positive staff morale, reduced spring burnout, stronger teamwork, and improved teacher retention.

Staff Responsible for Monitoring: All Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide monthly staff recognition and appreciation activities. Implement morale and wellness activities, especially during the spring semester. Conduct regular staff check-ins and feedback surveys to identify concerns early. Increase teacher voice and shared decision-making in campus initiatives. Strengthen collaboration through PLCs, team planning, and peer support. Celebrate teacher accomplishments, milestones, and campus successes. Review staff survey data throughout the year to monitor progress toward increasing connectedness from 71% to 75%.	All Staff	May 2027	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- 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

- Targeted Support Strategy

Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1

Funding Sources: Title 1 Representative - Title One School-wide

783

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Student-Teacher Relationships and Sense of Belonging: Teachers will intentionally implement daily and weekly relationship-building practices, including greeting students by name, classroom community circles/check-ins, positive recognition, student voice opportunities, collaborative learning, and celebrations of student growth and accomplishments.				784

Strategy's Expected Result/Impact: Teachers will establish classroom environments in which students have meaningful connections with adults and peers and have regular opportunities to contribute, collaborate, and feel recognized as valued members of the classroom community.
Students will report an increased sense of belonging, trust, inclusion, and connection to their teachers, peers, and campus. Improved connectedness is expected to positively influence student engagement, attendance, behavior, participation, and academic achievement and result in improved responses on the Panorama School Connectedness survey.

Staff Responsible for Monitoring: Administration, counselor, CIS, team leads.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will implement at least one intentional relationship-building practice daily and provide weekly opportunities for student voice and peer connection. Campus administrators and instructional leaders will monitor implementation through classroom walkthroughs, student feedback, Panorama survey results, and PLC discussions. Teachers will review student feedback periodically and adjust classroom practices based on identified needs.	Administration, counselor, CIS, team leads.	May 2027	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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
- Targeted Support Strategy
Problem Statements: School Culture and Climate 1, 2, 3

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause**: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause**: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause**: There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The campus experienced a drastic drop in staff retention from 76% in the 2024-2025 school year down to 33% entering the 2025-2026 school year, creating short-term organizational disruption as two-thirds of the staff transitioned out. **Root Cause**: The campus executed a deliberate strategy to shift resources away from an over-allocated support model (housing over ten instructional facilitators) toward direct classroom instruction. This required replacing non-teaching facilitator positions with certified and District of Innovation (DOI) classroom teachers, resulting in a low retention metric despite being a intentional quality-alignment shift

Ector County Independent School District

Crockett Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



786

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787

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students performing at the MEETS Grade Level standard on the Reading STAAR will increase across all grade levels as follows: 6th grade from 30% to 35%, 7th grade from 36% to 41%, and 8th grade from 42% to 47%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR Reading Results
i-Ready Reading Diagnostic Data
District Checkpoints
Campus Common Assessment Data
PLC Data Trackers
Student Data Trackers

788

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett Middle School will implement a structured daily PLC process with at least 90% implementation fidelity, as measured through PLC agendas, artifacts, and administrative monitoring. PLCs will consistently include instructional internalization and refinement, analysis of student performance data, integration of IB MYP Global Contexts and Approaches to Learning (ATL), student progress tracking, and teacher reflection to inform instructional adjustments and improve student outcomes. **Strategy's Expected Result/Impact:** Higher STAAR Reading Scores - Consistent alignment of instruction to TEKS and STAAR rigor, coupled with ongoing data analysis, closes skill gaps faster. Improved IB MYP Language & Literature Performance - Stronger mastery of Criteria A-D (Analyzing, Organizing, Producing Text, Using Language) because lessons are purposefully planned with IB Global Contexts and Approaches to Learning. Reduced Skill Gaps - Targeted reteach cycles based on real-time data lead to faster improvement for struggling readers/writers. Greater Instructional Alignment - Teachers across grades and sections deliver more consistent pacing, strategies, and assessment practices. Stronger Lesson Quality - Daily PLC internalization sharpens clarity of objectives, selection of texts, and depth of questioning. Increased Teacher Capacity - Reflection and refinement cycles lead to teachers being more confident and skilled in delivering high-impact L&L instruction. Increased Relevance - IB Global Contexts make reading and writing tasks more meaningful, fostering higher engagement. Growth in ATL Skills - Students become more adept at self-management, communication, and critical thinking as these are embedded in daily lessons. Improved Student Tracking - Learners understand their own progress, set goals, and take ownership of their reading and writing growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers **TEA Priorities:** 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 **Problem Statements:** Student Achievement 4				789

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett Middle School will provide ongoing, targeted professional development and job-embedded coaching for Language and Literature teachers, with at least 90% participation and implementation fidelity, as measured through PD attendance, coaching documentation, PLC artifacts, lesson plans, and classroom walkthroughs. Professional learning will focus on high-impact instructional practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Language & Literature criteria; and consistent integration of IB Global Contexts, Approaches to Learning (ATL), and inquiry-based strategies to strengthen student comprehension, written expression, and overall academic performance. **Strategy's Expected Result/Impact:** Improved STAAR Reading Performance - Increased percentage of students meeting or exceeding grade-level standards in reading comprehension and written response. Growth in IB MYP L&L Criteria Scores - Noticeable improvement in Criterion A (Analyzing), Criterion C (Producing Text), and Criterion D (Using Language) due to targeted instruction. Stronger Written Expression - Students produce more coherent, organized, and well-supported written responses using appropriate academic language. Higher Engagement - Lessons connected to IB Global Contexts make reading and writing more meaningful, leading to greater student participation. Increased Instructional Consistency - Teachers align lessons, assessments, and feedback to both TEKS/STAAR and IB MYP expectations. Enhanced Questioning Techniques - Use of rigorous, STAAR-style and IB command term-based question stems in daily instruction. Improved Instructional Planning - Lesson plans consistently embed Approaches to Learning (ATL) skills and inquiry-based learning strategies. Higher Confidence in Data Use - Teachers effectively analyze student performance data to adjust instruction and close learning gaps. Alignment with IB Authorization Goals - Evidence of IB criteria integration in core L&L instruction supports the school's full MYP authorization process. Collaborative Professional Culture - Regular PD and coaching sessions strengthen PLCs and foster shared accountability for student growth. Sustained Growth Over Time - Systematic, ongoing coaching creates lasting improvement rather than temporary gains. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				790

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Grade 6 Reading achievement declined from the previous year, with students achieving Approaches Grade Level or above decreasing from 62% to 51% and Meets Grade Level or above decreasing from 38% to 30%. **Root Cause**: Inconsistent use of diagnostic and formative assessment data to identify skill gaps and provide timely, targeted intervention contributed to gaps in Grade 6 reading achievement. Greater consistency is needed in lesson internalization, data-driven instructional adjustments, and targeted support for students transitioning into middle school.

791

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, at least 50% of students in Grades 6-8 Reading will demonstrate measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Reading Diagnostic, as measured by i-Ready growth reports.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: i-Ready BOY, MOY, and EOY Reading Diagnostic Reports
i-Ready Student Growth Reports
Grade-Level PLC Data Trackers
Student Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett Middle School will utilize Beginning-of-Year and subsequent i-Ready Reading Diagnostic data to identify individual skill gaps and establish flexible, skill-based instructional groups. Teachers will provide targeted reading intervention during designated intervention time, using diagnostic data and progress-monitoring results to adjust groups and instruction throughout the year. **Strategy's Expected Result/Impact:** i-Ready Reading Diagnostic Data i-Ready Progress-Monitoring/Growth Data Flexible Grouping/Intervention Rosters PLC Data Trackers Student Data Trackers **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Head, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett Middle School will establish consistent expectations for students to engage in their individualized i-Ready Reading learning pathways. Teachers will monitor lesson completion, pass rates, and progress toward personalized growth goals and will conduct regular student data conferences to help students track their progress, celebrate growth, and identify specific next steps toward meeting their annual growth targets.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, Crockett IB MYP will increase the percentage of students achieving the Meets Grade Level standard on the STAAR Mathematics assessment to 25% in Grade 6, 25% in Grade 7, and 40% in Grade 8, as measured by the Spring 2027 STAAR Mathematics assessment.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Campus Based Assessments, Checkpoints, State Interim, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will increase student achievement in mathematics through the consistent internalization and delivery of high-quality instructional materials (HQIM), objective-driven and data-informed instruction, and systematic monitoring of student progress to identify learning gaps, adjust instruction, and provide targeted support, as measured by the Spring 2027 STAAR Mathematics assessment. **Strategy's Expected Result/Impact:** Implementation of this strategy with fidelity will strengthen Tier I instruction, increase student mastery of the TEKS, improve the quality and consistency of instruction across all grade levels, and increase the percentage of students achieving the Meets Grade Level standard on the Spring 2027 STAAR Mathematics assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, IB Coordinator, MCL, Department Heads, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **Problem Statements:** Student Achievement 2				793

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Math teachers will utilize common formative assessments, student work analysis, and standards-based data protocols during PLCs to identify misconceptions, prioritize TEKS requiring acceleration, establish targeted intervention groups, and adjust instruction to ensure students demonstrate mastery of grade-level standards before subsequent assessments. **Strategy's Expected Result/Impact:** Consistent implementation will result in more precise instructional decisions, targeted interventions, accelerated student learning, and increased student mastery of grade-level TEKS, leading to improved performance on common formative assessments and the Spring 2027 STAAR Mathematics assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, IB Coordinator, MCL, Department Heads, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** MCL, TRT, RA - Title One School-wide - $56,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

794

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Analysis of Spring 2026 STAAR Mathematics data reveals that Grade 7 students continue to perform significantly below grade-level expectations, with 86% of students not meeting proficiency standards and only 1% achieving the Meets performance level. **Root Cause**: These results indicate a need to strengthen instructional planning, fidelity to district HQIM, data-driven PLC processes, lesson internalization, and administrative monitoring of reteach and reassessment practices to increase student mastery and academic growth.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of students performing at the MEETS Grade Level or above standard on the Algebra I STAAR End-of-Course (EOC) assessment will increase from 85% to 88%.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Algebra I STAAR EOC Results
District Checkpoints
Campus Common Assessment Data
PLC Data Trackers
Student Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Algebra I teachers will use formative assessments, district benchmarks, and EOC-aligned data to identify students performing within the Approaches range and provide targeted acceleration, small-group instruction, and immediate feedback on specific Algebra I TEKS to move students from Approaches to Meets, while sustaining 100% Approaches performance. **Strategy's Expected Result/Impact:** Consistent implementation will maintain 100% Approaches Grade Level or above, increase the percentage of students achieving MEETS Grade Level or above from 85% to 88%, and create continued growth in MASTERS-level performance through increased rigor, mathematical reasoning, and application of Algebra I concepts.				795

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Algebra I teachers will intentionally embed Masters-level questioning, multi-step problem solving, mathematical justification, and application of concepts in unfamiliar contexts throughout daily instruction and assessments. Students already demonstrating Meets-level proficiency will receive enrichment and extension opportunities designed to increase the percentage achieving Masters Grade Level on the Algebra I EOC. **Strategy's Expected Result/Impact:** Consistent implementation will maintain 100% Approaches Grade Level or above, increase the percentage of students achieving MEETS Grade Level or above from 85% to 88%, and create continued growth in MASTERS-level performance through increased rigor, mathematical reasoning, and application of Algebra I concepts.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, at least 50% of students in Grades 6-8 Mathematics will demonstrate measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Mathematics Diagnostic, as measured by i-Ready growth reports.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: i-Ready Mathematics BOY, MOY, and EOY Diagnostic Data
i-Ready Student Growth Reports
District Mathematics Checkpoint Data
PLC Data Trackers
Student Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide targeted mathematics intervention during daily COLT Time using i-Ready personalized instruction and teacher-led small-group support to address prerequisite skill gaps and accelerate student growth based on diagnostic and ongoing progress-monitoring data. **Strategy's Expected Result/Impact:** Consistent implementation of targeted interventions during COLT Time will accelerate student learning, strengthen foundational mathematics skills, and increase the percentage of students demonstrating measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Mathematics Diagnostic. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCL, Department Heads, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement Math Labs as a daily intervention course that provides students with intensive, TEKS-based instruction, scaffolds practice, and targeted skill development through IXL. Teachers will use IXL data and ongoing progress monitoring to identify skill gaps, adjust instruction, and provide targeted support designed to close foundational learning gaps and prepare students for success in grade-level mathematics. **Strategy's Expected Result/Impact:** Students enrolled in Math Labs will demonstrate increased mastery of priority TEKS, improved readiness for grade-level instruction, and greater success on classroom, district, and state mathematics assessments. **Staff Responsible for Monitoring:** Principal. Assistant Principals, MCL, TRT, RA, Department Heads, Teachers				

No Progress Accomplished Continue/Modify Discontinue

797

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, Crockett IB MYP will increase the percentage of students achieving the Meets Grade Level standard on the STAAR Social Studies assessment from 5% to 15% in Grade 8.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a daily, structured Individuals and Societies PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Progamme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection.				
Strategy's Expected Result/Impact: Increased STAAR Performance - Growth in Meets and Masters levels as lessons directly target both TEKS readiness standards and IB MYP criteria, with higher-level questioning embedded daily. Fewer Content Gaps - Misconceptions identified through data analysis will be addressed quickly, reducing recurring errors on assessments. Stronger Analytical Thinking - Frequent DBQ-style questioning and IB command terms will improve students' ability to interpret sources, justify reasoning, and write with evidence. Greater Student Ownership - Data trackers and reflection will make students more aware of their progress, leading to more self-directed improvement. Improved Instructional Consistency - Clear, shared lesson plans and internalization protocols will ensure all students across classrooms receive high-quality, aligned instruction. Deeper Data Use Skills - Teachers will become more adept at interpreting assessment results and translating them into precise reteach plans. Collaborative Expertise - Peer feedback and work sample analysis will build collective teacher capacity and strengthen instructional practices campus-wide. Increased Confidence with IB - Regular alignment of TEKS to MYP Global Contexts and Criteria will make IB integration second nature for staff. Closing of Performance Gaps - Higher achievement across all demographic subgroups as targeted reteach addresses both skill and content deficiencies. Alignment with IB Authorization Goals - Documentation of lesson plans, IB integration, and reflection cycles will serve as strong evidence for IB evaluators.				798

Culture of Accountability & Excellence - PLCs will function as professional learning communities focused on solutions, not just compliance.

Sustainable Improvement Model - The cycle of alignment, internalization, data analysis, and reteach becomes a standard operating procedure beyond Social Studies.

Staff Responsible for Monitoring: Principal, Assistant Principals, IB Coordinator, Teachers

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

Problem Statements: Student Achievement 5

799

Strategy 2 Details	Reviews			
	Formative			Summative

Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for

	Oct	Jan	Mar	May
Individuals and Societies teachers. Professional learning will include regularly scheduled sessions focused on high-impact, actionable instructional practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Individuals and Societies criteria; and intentional integration of IB Global Contexts, Approaches to Learning (ATL), and inquiry-based strategies to strengthen conceptual understanding, critical thinking, historical reasoning, source analysis, and evidence-based responses. **Strategy's Expected Result/Impact:** Improved STAAR Social Studies Performance - Growth in Meets and Masters levels due to alignment between instruction, TEKS readiness standards, and STAAR question types. Stronger Historical Thinking Skills - Students will better analyze primary/secondary sources, understand cause-and-effect relationships, and draw evidence-based conclusions. Higher Engagement - Lessons will become more relevant and thought-provoking through IB Global Contexts and inquiry-based strategies. Better Transfer of Knowledge - Students will more effectively apply Social Studies concepts to current events, interdisciplinary projects, and real-world contexts. Increased Instructional Precision - Teachers will design and deliver lessons that are tightly aligned to TEKS, STAAR rigor, and IB MYP criteria. Improved Questioning Skills - Frequent use of assessment question stems will raise the cognitive demand of daily instruction. Consistent Integration of IB Practices - Teachers will naturally embed IB Approaches to Learning (ATL) and Global Contexts in their planning. Enhanced Collaboration - PLCs will have a shared framework for planning, analyzing student work, and refining instructional practices. Closing of Performance Gaps - Targeted reteach and inquiry-driven instruction will help all student subgroups make measurable gains. Evidence for IB Authorization - Lesson plans, assessments, and student work will reflect IB MYP integration, supporting a strong authorization visit in 2025. Sustainable Professional Growth Model - Continuous coaching and PD will establish a long-term culture of reflective, data-informed teaching. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Multi-Classroom Leader, Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				800

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 5: Grade 8 Social Studies achievement remains below desired performance levels. Although the percentage of students achieving Approaches Grade Level or above increased from 23% in 2025 to 29% in 2026, only 5% of students achieved Meets Grade Level or above in 2026, a decrease from 6% in 2025 and 9% in 2024. **Root Cause**: Students demonstrate significant gaps in content knowledge, academic vocabulary, and the ability to analyze and apply information in rigorous, STAAR-aligned contexts. Greater consistency is needed in using assessment data to identify specific TEKS gaps, internalizing lessons to anticipate misconceptions, and providing targeted reteach and reassessment opportunities that move students beyond basic

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2027, the percentage of students performing at the MEETS level on 8th-grade Science STAAR will increase from 30% to 35%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Baseline Data from STAAR Did Not Meet: 47% | Approaches+: 53% | Meets+: 30% | Masters: 9%
Checkpoints and CBA

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Strategy 1 Details	Reviews			
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Strategy 1: 8th-grade Science teachers will engage in ongoing lesson internalization and PLC/DDI cycles to strengthen Tier 1 instruction and respond to student learning needs. Teachers will internalize lessons by identifying priority TEKS, anticipating misconceptions, planning high-level questioning and engagement strategies, and defining expected student outcomes. Common assessment and STAAR-aligned data will then be analyzed by TEKS and reporting category to identify learning gaps and students performing near the MEETS threshold. Teachers will provide targeted reteach, small-group instruction, and reassessment opportunities to accelerate students toward MEETS-level performance. **Strategy's Expected Result/Impact:** *Consistent implementation will strengthen students' mastery of priority Science TEKS, improve scientific reasoning and application skills, reduce identified learning gaps, and increase the percentage of 8th-grade students achieving MEETS Grade Level or above on STAAR Science. *Increase the percentage of students performing at Meets Grade Level or Above from 30% toward the 35% goal. *Decrease the percentage of students performing at Did Not Meet from the 47% baseline. *Demonstrate increased student mastery of priority and previously low-performing Science TEKS across assessment cycles. *Ensure 100% of 8th-grade Science teachers participate in documented PLC data-analysis cycles following common assessments and district checkpoints. *Teachers will use assessment results to identify specific students, TEKS, misconceptions, and instructional gaps requiring reteach or enrichment. *Students will demonstrate measurable improvement between the initial assessment and reassessment following targeted reteach. *PLC documentation will demonstrate consistent implementation of the Closing-the-Loop cycle: assess - analyze - plan - reteach - reassess. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				803

Strategy 2 Details	Reviews			
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Strategy 2: 8th-grade Science teachers will intentionally embed rigorous STAAR-aligned questions, multi-step application tasks, data analysis, models, graphs, and evidence-based scientific reasoning into daily instruction and common assessments. Teachers will explicitly model strategies for analyzing complex stimuli and require students to justify scientific conclusions using evidence to increase readiness for MEETS-level STAAR items. **Strategy's Expected Result/Impact:** *Consistent implementation will strengthen students' mastery of priority Science TEKS, improve scientific reasoning and application skills, reduce identified learning gaps, and increase the percentage of 8th-grade students achieving MEETS Grade Level or above on STAAR Science. *Increase Meets Performance: The percentage of 8th-grade Science students performing at Meets Grade Level or Above will increase from 30% to at least 35% by May 2027. *Increase Success on Rigorous Items: Students will demonstrate increased accuracy on multi-step, stimulus-based, data-analysis, graph, model, and application-based Science questions on common assessments and district checkpoints. *Strengthen Scientific Reasoning: Students will demonstrate improved ability to analyze scientific evidence, make appropriate conclusions, and justify responses using evidence from data, models, investigations, and informational stimuli. *Improve TEKS Mastery: Assessment data will demonstrate increased mastery of priority and historically low-performing 8th-grade Science TEKS, particularly when assessed at the rigor and cognitive demand associated with Meets-level STAAR items. *Increase Student Independence: Students will demonstrate increased independence in analyzing complex stimuli, determining what a question is asking, selecting relevant information, and applying appropriate scientific concepts without extensive teacher prompting. *Increase Instructional Rigor: Classroom walkthroughs, lesson plans, and common assessments will demonstrate consistent implementation of STAAR-aligned questioning, multi-step application tasks, data analysis, models, graphs, and evidence-based scientific reasoning. *Demonstrate Growth Across Assessments: Student performance on rigorous STAAR-aligned items will show measurable growth across common assessments, district checkpoints, and STAAR Interim assessments, indicating progress toward the 35% Meets+ campus goal. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				804

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Crockett MS attendance will increase from 93% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

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Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Crockett will implement a comprehensive three-tiered attendance intervention system designed to support students whose attendance falls below 95%. The system will include proactive parent contact, individualized attendance contracts, and targeted conferences with counselors or administrators. In collaboration with Communities In Schools, the campus will work to identify and address barriers to attendance while monitoring student progress on a weekly basis. **Strategy's Expected Result/Impact:** Improved Attendance for At-Risk Students - Students with attendance below 95% will show steady improvement as individualized supports address root causes of absences. Increased Student Accountability - Attendance contracts and regular progress monitoring reinforce personal responsibility, aligning with IB Learner Profile traits such as principled and reflective. Reduced Chronic Absenteeism - Early, targeted interventions prevent students from falling into long-term absentee patterns. Enhanced Student Support - Barriers such as transportation, health, or family obligations are addressed through coordinated efforts with Communities In Schools and campus staff. Stronger Teacher-Parent Communication - Proactive outreach builds partnerships with families to solve attendance issues early. Data-Driven Interventions - Teachers and administrators use weekly reports to quickly identify attendance concerns and respond with targeted actions. Improved Relationships with Students - Individualized conferences foster trust, making students more likely to attend regularly and engage in learning. Reduced Number of Students Below 95% Attendance - Systematic interventions narrow the attendance gap for targeted students. Higher Accountability Ratings - Increased attendance contributes positively to the campus accountability framework. Alignment with IB Philosophy - The program reinforces balance, commitment, and responsibility as essential elements of student success, strengthening evidence for IB authorization. Culture of Support Over Compliance - Attendance improvement is approached as a shared responsibility between students, families, and the school, not just a policy requirement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Counselors, Attendance Clerks				807

Strategy 2 Details	Reviews			
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Strategy 2: Implement a campus-wide attendance culture that promotes daily student engagement through positive attendance incentives, weekly attendance recognition, classroom and grade-level competitions, and consistent communication with students and families regarding the importance of regular school attendance. **Strategy's Expected Result/Impact:** A positive attendance culture will increase student engagement, strengthen family awareness of attendance expectations, and improve overall daily attendance across all grade levels. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Registrar, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Crockett IB MYP will strengthen CCMR by revitalizing AVID through consistent, campus-wide implementation of district-approved WICOR strategies intentionally integrated with IB MYP programming to strengthen student agency, academic readiness, and a college- and career-going culture.				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 1: Crockett International Baccalaureate Middle Years Programme will improve teacher retention from 87% to 90% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Crockett Middle School will implement a tiered teacher support system that prioritizes beginning and early-career teachers through assigned mentors, job-embedded instructional coaching, regular administrator check-ins, collaborative PLC support, and targeted professional learning based on individual teacher needs. Campus leadership will monitor teacher progress, support needs, and feedback throughout the year to proactively address challenges that may impact teacher effectiveness, job satisfaction, and retention. **Strategy's Expected Result/Impact:** Beginning and early-career teachers will demonstrate increased instructional effectiveness, confidence, and implementation of campus expectations as a result of consistent mentoring, coaching, PLC support, and targeted professional learning. Increased teacher support and job satisfaction will contribute to improved teacher retention and greater instructional consistency across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, MCL, TRT				

Strategy 2 Details	Reviews			
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Strategy 2: Crockett Middle School will strengthen a positive, supportive, and inclusive staff culture through intentional staff recognition, opportunities for teacher voice and shared decision-making, team-building activities, celebrations of individual and collective accomplishments, and regular staff climate feedback. Campus leadership will use staff feedback to identify and address organizational concerns and recognize contributions that strengthen employees' sense of belonging, value, and commitment to Crockett. **Strategy's Expected Result/Impact:** Staff will report an increased sense of belonging, value, and connection to the campus. Increased opportunities for recognition, teacher voice, collaboration, and responsive leadership will contribute to improved staff morale, stronger organizational commitment, and increased teacher retention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, MCL, TRT				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Crockett International Baccalaureate Middle Years Programme will increase the percentage of classrooms demonstrating high-quality, standards-aligned instruction and student engagement, as measured through T-TESS walkthrough and observation data, through targeted coaching, PLC support, and job-embedded professional learning.

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Crockett will implement weekly content PLCs focused on standards alignment, lesson internalization, student work analysis, and assessment data. **Strategy's Expected Result/Impact:** Increased instructional consistency and standards alignment across classrooms and grade levels. Improved teacher responsiveness to student data, resulting in timely reteach, intervention, and enrichment. Stronger student mastery of priority standards, leading to measurable growth on campus and state assessments. Increased teacher capacity to plan rigorous, data-informed instruction collaboratively. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCL, Department Heads, and Content Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will use PLC data to identify instructional gaps and establish specific reteach, enrichment, and intervention actions.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: Crockett International Baccalaureate Middle Years Programme will increase student achievement by ensuring a minimum of 60% Approaches, 40% Meets, and 20% Masters on campus and state assessments through rigorous Tier 1 instruction, data-driven PLCs, and targeted intervention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement consistent, standards-aligned Tier 1 instruction emphasizing grade-level rigor, high-impact instructional strategies, frequent checks for understanding, purposeful student discourse, and differentiated supports to increase student mastery of priority standards. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level standards, resulting in measurable growth across all performance levels and progress toward Crockett's 60% Approaches, 40% Meets, and 20% Masters targets on campus and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCL, Department Heads, Special Education and ESL support staff, and all classroom teachers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will implement targeted intervention and acceleration during Learning Labs and COLT Time, through the IXL programs using assessment data to strategically group students by identified skill gaps and provide differentiated instruction designed to move students from Did Not Meet - Approaches, Approaches - Meets, and Meets - Masters. **Strategy's Expected Result/Impact:** Increased student growth and mastery of identified skill gaps, resulting in fewer students performing at Did Not Meet and measurable movement toward Crockett's 60% Approaches, 40% Meets, and 20% Masters targets on campus and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCL, Department Heads, Learning Lab Teachers, COLT Time Teachers, Special Education and ESL Support Staff, and Counselors.				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Crockett will increase the student connectedness indicator within Panorama from 48% to 65% for the 2026-27 school year.

Evaluation Data Sources: Evaluation Data Sources
Panorama Student Survey Data -- BOY, MOY, and EOY Student Connectedness results
Panorama Subgroup Data -- connectedness results disaggregated by grade level and student groups
Student Attendance Data -- attendance rates, chronic absenteeism, and attendance trends
Student Discipline Data -- referrals, ISS/OSS placements, and repeat discipline incidents
Student Participation Data -- involvement in athletics, fine arts, clubs, extracurricular activities, and campus events
Campus Climate/Student Voice Data -- student focus groups, check-ins, and campus-created climate surveys
Counselor/Social-Emotional Support Data -- student referrals, check-ins, and documented interventions

Strategy 1 Details	Reviews			
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Strategy 1: Crockett will host monthly student recognition assemblies and maintain recognition boards that celebrate academic achievement, IB Learner Profile attributes, positive behavior aligned with Emergent Tree principles, acts of kindness, and student growth. Recognition systems will intentionally reinforce desired behaviors and ensure students feel valued, connected, and recognized for positive contributions to the campus community. **Strategy's Expected Result/Impact:** Increased student connectedness, belonging, and positive school culture, resulting in greater student engagement, increased positive behaviors, and measurable growth in Crockett's Panorama Student Connectedness indicator from 48% to 65%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, IB Coordinator, Department Heads, Teachers, Coaches/Sponsors, and Campus Support Staff.				812

Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: Crockett will create regular opportunities for students to give input on school events, classroom projects, and policies through surveys, student advisory councils, and IB exhibition planning committees. **Strategy's Expected Result/Impact:** Increased student voice, ownership, and sense of belonging, resulting in greater participation in campus activities and measurable improvement in student connectedness and engagement indicators on the Panorama Student Survey. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, IB Coordinator, Department Heads, Teachers, Student Council Sponsors, Club/Organization Sponsors, and Student Leadership Representatives.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Crockett will increase the student belonging indicator within Panorama from 41% to 55% for the 2026-27 school year.

Evaluation Data Sources: Panorama BOY/EOY Belonging Data; attendance and discipline data; student participation and recognition data; student voice/focus-group feedback; and counselor/student-support data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will dedicate weekly COLT Time to intentional relationship-building and social-emotional skill development by integrating Emergent Tree philosophies with IB Approaches to Learning (ATL) social skills. Students will engage in activities that strengthen positive peer relationships, empathy, inclusion, conflict resolution, self-awareness, and responsible decision-making while reinforcing a sense of belonging and connection to the Crockett community. **Strategy's Expected Result/Impact:** Students will demonstrate stronger peer relationships, improved social-emotional skills, and an increased sense of belonging and connection to the Crockett community. Consistent implementation of Emergent Tree philosophies and IB ATL social skills during COLT Time will contribute to positive student behavior, improved school climate, and increased student engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Department Heads, MCL, TRT, Teachers				

Strategy 2 Details	Reviews			813
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will train a diverse group of student ambassadors to welcome new students, guide campus tours, and act as inclusion advocates during school events. **Strategy's Expected Result/Impact:** Increased student belonging and inclusion, particularly for new students, resulting in stronger peer connections, smoother transitions into the campus community, and measurable improvement in Crockett's Panorama Student Belonging indicator from 41% to 55%. **Staff Responsible for Monitoring:** Administration, Teachers, Counselors, IB Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

DAEP

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

Guide, Nurture, and Empower
all students to commit to academics and restorative practices to live a successful life at their fullest potential.

Vision

Transform all student into resilient citizens and life-long learners imbued with social and global skills and restorative practices to overcome all of life's challenge.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, AEC students participating in i-Ready Reading will demonstrate measurable academic growth from BOY to EOY, with at least 60% of students meeting or exceeding their individual Typical Growth target.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: i-Ready BOY, MOY, and EOY Diagnostic Reports; i-Ready growth reports; student academic entry snapshots; PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				817

Strategy 2 Details	Reviews			
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Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
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Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				818

Strategy 4 Details	Reviews			
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Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
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Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
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Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 821

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, AEC students participating in i-Ready Mathematics will demonstrate measurable academic growth from BOY to EOY, with at least 60% of students meeting or exceeding their individual Typical Growth target.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: i-Ready BOY, MOY, and EOY Diagnostic Reports; i-Ready growth reports; student academic entry snapshots; PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				822

Strategy 2 Details	Reviews			
	Formative			Summative
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Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				823

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

825

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 826

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of AEC English I EOC testers achieving Meets Grade Level or above will increase from 12% to 17%, while the percentage achieving Approaches Grade Level or above will increase from 32% to 37%.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: English I STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				827

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				828

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 831

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of AEC English II EOC testers achieving Meets Grade Level or above will increase from 23% to 28%, while the percentage achieving Approaches Grade Level or above will increase from 38% to 43%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: English II STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				832

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				833

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

835

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 836

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, the percentage of AEC Algebra I EOC testers achieving Meets Grade Level or above will increase from 5% to 10%, while the percentage achieving Approaches Grade Level or above will increase from 32% to 37%.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Algebra I STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				837

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				838

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

840

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 841

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, the percentage of AEC Biology EOC testers achieving Meets Grade Level or above will increase from 33% to 38%, while maintaining at least 78% at Approaches Grade Level or above.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Biology STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				842

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				843

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

845

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 846

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, the percentage of AEC U.S. History EOC testers achieving Meets Grade Level or above will increase from 40% to 45%, while maintaining at least 70% at Approaches Grade Level or above.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: U.S. History STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				847

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				848

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

850

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 851

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 8: By May 2027, the percentage of students performing at the Meets Grade Level or above on 6th-8th Reading STAAR will increase from 13% to 18%.
Reading Meets: 6th RLA: 7%, 7th RLA: 21%, and 8th RLA: 12%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: 6th-8th Reading STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				852

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				853

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

855

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 856

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 9: By May 2027, the percentage of students performing at the Meets Grade Level or above on 6th-8th Math STAAR will increase from 2% to 7%.
Math Meets: 6th Math Meets: 0%, 7th Math Meets: 0%, and 8th Math Meets: 6%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: 6th- 8th Math STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				857

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				858

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

860

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 861

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 10: By May 2027, the percentage of students performing at the Meets Grade Level or above on 8th Grade Social Studies STAAR will increase from 3% to 8%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: 8th Social Studies STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				862

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				863

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

865

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 866

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 11: By May 2027, the percentage of students performing at the Meets Grade Level or above on 8th Grade Science STAAR will increase from 0% to 5%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: 8th Science STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff, Principal, and Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				867

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. **Strategy's Expected Result/Impact:** Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PLC Leads **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 Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. **Strategy's Expected Result/Impact:** Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				868

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. **Strategy's Expected Result/Impact:** Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. **Strategy's Expected Result/Impact:** Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 2 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. **Strategy's Expected Result/Impact:** Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, and PLC Leads **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

870

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 871

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

872

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, AEC student daily attendance will increase from 82.7% to 88%, demonstrating progress toward the district target of 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Daily attendance rate, chronic absenteeism, student-level attendance reports, parent contact documentation, attendance intervention records, and placement completion data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Early Attendance Intervention: AEC will monitor attendance regularly to identify absences, tardies, early checkouts, and emerging attendance patterns and provide timely student and family interventions. **Strategy's Expected Result/Impact:** Regular review of attendance data will allow staff to identify patterns of absences, tardies, and early checkouts and provide timely interventions, resulting in improved daily attendance and reduced chronic absenteeism. **Staff Responsible for Monitoring:** Assistant Principals, Attendance Clerk, Principal **Problem Statements:** Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2				873

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student & Family Engagement: AEC will strengthen attendance through parent communication, student goal setting, attendance incentives, counseling/CIS supports, transportation coordination, and individualized interventions for students demonstrating attendance concerns. **Strategy's Expected Result/Impact:** Consistent family communication, student goal setting, attendance incentives, counseling/CIS support, transportation coordination, and individualized interventions will address barriers to attendance and increase consistent student participation and successful placement completion. **Staff Responsible for Monitoring:** Assistant Principals, Attendance Clerk, Guidance Counselor, SAS Counselor, CIS Coordinator **Problem Statements:** Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
School Culture and Climate
Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. **Root Cause**: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.
Family and Community Engagement
Problem Statement 2: Student attendance of 78.6% and chronic absenteeism of 50.1% indicate a need to strengthen family partnerships around attendance and student engagement. **Root Cause**: Families need consistent, proactive communication regarding attendance, academic progress, behavior, available supports, and expectations throughout the student's placement rather than only when concerns arise.

874

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, AEC will decrease exclusionary disciplinary infractions from 923 to 800 or fewer.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals, exclusionary disciplinary infractions, repeat-offender data, behavior intervention documentation, restorative-practice data, Panorama student data, and MTSS/re-entry information.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Emergent Tree & Restorative Practices: AEC will consistently implement the Be Safe, Be Respectful, and Be Responsible expectations through explicit teaching, positive reinforcement, restorative practices, relationship building, and consistent responses to behavior. **Strategy's Expected Result/Impact:** Consistent implementation of Be Safe, Be Respectful, and Be Responsible, positive reinforcement, and restorative practices will strengthen student accountability, relationships, and decision-making while reducing exclusionary disciplinary incidents and instructional disruptions. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Teachers **Problem Statements:** Demographics 2				875

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted Behavioral Intervention: AEC administration, counselors, CIS, behavior support staff, and teachers will use discipline and student-support data to identify students demonstrating repeated behavioral concerns and provide individualized interventions, counseling, restorative supports, and progress monitoring. **Strategy's Expected Result/Impact:** Early identification of students demonstrating repeated behavioral concerns and implementation of individualized behavioral, counseling, restorative, and MTSS supports will reduce repeated referrals and exclusionary discipline while increasing successful placement completion and re-entry. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist, Guidance Counselor, SAS Counselor, CIS Coordinator **Problem Statements:** Demographics 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

876

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Reduce the percentage of repeat offenders from 39.16% to 34.16% by May 2027.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals, exclusionary disciplinary infractions, repeat-offender data, behavior intervention documentation, restorative-practice data, Panorama student data, and MTSS/re-entry information.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Emergent Tree & Restorative Practices: AEC will consistently implement the Be Safe, Be Respectful, and Be Responsible expectations through explicit teaching, positive reinforcement, restorative practices, relationship building, and consistent responses to behavior. **Strategy's Expected Result/Impact:** Consistent implementation of Be Safe, Be Respectful, and Be Responsible, positive reinforcement, and restorative practices will strengthen student accountability, relationships, and decision-making while reducing exclusionary disciplinary incidents and instructional disruptions. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Teachers **Problem Statements:** Demographics 2				877

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted Behavioral Intervention: AEC administration, counselors, CIS, behavior support staff, and teachers will use discipline and student-support data to identify students demonstrating repeated behavioral concerns and provide individualized interventions, counseling, restorative supports, and progress monitoring. **Strategy's Expected Result/Impact:** Early identification of students demonstrating repeated behavioral concerns and implementation of individualized behavioral, counseling, restorative, and MTSS supports will reduce repeated referrals and exclusionary discipline while increasing successful placement completion and re-entry. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist, Guidance Counselor, SAS Counselor, CIS Coordinator **Problem Statements:** Demographics 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

878

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, AEC will increase the percentage of eligible high school students making progress toward College, Career, or Military Readiness, as measured through CCMR indicators, credit attainment, credit recovery completion, graduation planning, and collaboration with home campuses.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Credit reports, graduation plans, Edgenuity/credit recovery completion, EOC status, CCMR data, course completion, and re-entry documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Individual Graduation/CCMR Review: AEC counselors will review each high school student's credits, graduation plan, EOC status, current courses, credit recovery needs, and available CCMR indicators to identify opportunities for continued progress during the student's placement. **Strategy's Expected Result/Impact:** Students' graduation and CCMR needs will be identified early in their AEC placement, allowing staff to provide targeted support for credit completion, EOC requirements, graduation progress, and available CCMR opportunities. This will help students remain on track for graduation and increase progress toward CCMR readiness. **Staff Responsible for Monitoring:** Guidance Counselor and Principal **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2				879

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Credit Recovery & Home-Campus Coordination: AEC will provide district-approved credit recovery opportunities and collaborate with home-campus counselors to monitor course completion, graduation requirements, and CCMR opportunities so students remain on track during and after their AEC placement. **Strategy's Expected Result/Impact:** Students will maintain academic progress during their AEC placement through access to credit recovery and ongoing coordination with home campuses. Increased monitoring of course completion, graduation requirements, and CCMR opportunities will help students recover credits, remain on track for graduation, and continue progress toward CCMR readiness after returning to their home campus. **Staff Responsible for Monitoring:** Guidance Counselor and Principal **Problem Statements:** School Organization 1, 2 - Technology 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. **Root Cause**: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.
Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause**: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.
Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause**: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.
Curriculum, Instruction, and Assessment
Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause**: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.
School Organization
Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause**: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.
Problem Statement 2: The campus serves Kindergarten through Grade 12, in addition to supporting educational services for students at the Ector County Youth Center, creating a broad range of instructional, behavioral, operational, and developmental needs. **Root Cause**: A single administrative and instructional structure must coordinate elementary, middle school, high school, special programs, DAEP requirements, and Youth Center services, requiring clearly defined systems, responsibilities, and communication protocols.
Technology
Problem Statement 1: AEC students require consistent access to technology and district-approved digital instructional programs to maintain continuity of instruction during temporary DAEP placements. **Root Cause**: Students transition between home campuses, AEC, and in some cases the Youth Center, requiring technology systems and instructional platforms that allow academic work and progress to continue across settings.
Problem Statement 2: Technology must support individualized instruction, intervention, credit recovery, assessment, and progress monitoring across a K-12 population with varying academic needs. **Root Cause**: The wide range of grade levels, courses, credit needs, and student entry points requires teachers to effectively integrate district technology resources into daily instruction rather than relying on technology primarily for independent student work.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, AEC will increase its teacher retention from the 2025-26 baseline of to .

Evaluation Data Sources: HR retention data, Panorama, mentoring documentation, staff feedback, exit/transfer data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: New Teacher Mentoring and On boarding: AEC will provide structured on boarding, mentoring, classroom-management support, and ongoing check-ins for beginning and newly assigned teachers, with additional support addressing the specialized instructional and behavioral needs of the DAEP setting. **Strategy's Expected Result/Impact:** Beginning and newly assigned teachers will receive consistent mentoring, on boarding, and classroom support, resulting in increased teacher confidence, effectiveness, job satisfaction, and retention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, New Teacher Mentors **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff Support and Professional Growth: Campus leadership will provide regular feedback, recognition, professional growth opportunities, and opportunities for staff voice to strengthen teacher efficacy, well-being, and retention. **Strategy's Expected Result/Impact:** Regular feedback, recognition, professional growth opportunities, and staff voice will strengthen staff well-being, efficacy, engagement, and commitment to AEC. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Staff Quality, Recruitment, and Retention

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause**: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

882

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 80% of observed classrooms will demonstrate consistent implementation of identified Get Better Faster instructional practices, as measured through campus walkthrough and coaching data.

Evaluation Data Sources: Walkthrough data, TTESS observations, coaching documentation, student work, lesson plans and quarterly instructional trend reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused Walkthroughs and Feedback: Campus administrators will conduct a minimum of 10 focused walkthroughs per week and provide timely feedback aligned with GBF, TEKS-aligned rigor, checks for understanding, student engagement, and identified campus instructional priorities. **Strategy's Expected Result/Impact:** Consistent walkthroughs and timely, actionable feedback will increase implementation of high-leverage GBF instructional practices, TEKS-aligned rigor, student engagement, and effective checks for understanding. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Job-Embedded Coaching: Teachers will participate in differentiated coaching cycles based on walkthrough, observation, student achievement, and individual teacher-development data, with additional support provided to beginning teachers. **Strategy's Expected Result/Impact:** Differentiated coaching based on teacher and student data will strengthen instructional practices, increase teacher capacity, and improve the consistency and quality of Tier I instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Staff **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Staff Quality, Recruitment, and Retention
Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

884

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of core-content teachers will participate in regularly scheduled PLCs that demonstrate documented use of assessment data, student work, TEKS analysis, instructional planning, and progress monitoring to improve instruction.

Evaluation Data Sources: PLC agendas/minutes, data-analysis documentation, curriculum meeting information, student work, common assessments and walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Data-Driven PLC Cycle: PLCs will analyze district assessments, i-Ready, STAAR/EOC, common formative assessments and student work to identify priority TEKS, determine instructional responses and monitor student progress. **Strategy's Expected Result/Impact:** Consistent analysis of assessment data, student work, and priority TEKS will allow teachers to identify learning gaps, adjust instruction, provide targeted interventions, and improve student academic growth and mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads **Problem Statements:** Curriculum, Instruction, and Assessment 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Curriculum Alignment and Teacher Capacity: AEC's elementary and secondary curriculum representatives will participate in district curriculum meetings and communicate curriculum updates, assessment expectations, resources, and best practices through campus PLCs. **Strategy's Expected Result/Impact:** Participation in district curriculum meetings and consistent communication through PLCs will strengthen alignment to ECISD curriculum, TEKS, assessments, instructional expectations, and evidence-based practices across AEC classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Elementary & Secondary Curriculum Representatives/PLC Leads **Problem Statements:** Curriculum, Instruction, and Assessment 1, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 3: 22.4% of AEC students are Emergent Bilingual, while only 4.9% of teachers are assigned to Bilingual/ESL programs. **Root Cause**: Teachers need additional training, resources, and embedded instructional strategies to consistently incorporate language supports and ELPS into content-area instruction.

886

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, AEC instructional staff favorable responses in Panorama Professional Learning will increase from 56% to 65%.

Evaluation Data Sources: Panorama Professional Learning, PD participation, walkthroughs, coaching records, PLC documentation and teacher feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Targeted Professional Learning: AEC staff will participate in differentiated professional learning based on campus and individual staff needs, including Region 18 Restorative Practices, Get Better Faster, de-escalation, Emergent Tree implementation, curriculum/TEKS alignment, and instructional practices appropriate for the alternative education setting. **Strategy's Expected Result/Impact:** Staff will increase their capacity to implement restorative, relationship-centered, and instructional practices that strengthen classroom management, student engagement, belonging, and academic learning while reducing instructional disruptions. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Problem Statements:** Demographics 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation and Coaching: Campus leadership will support implementation of professional learning through modeling, PLCs, coaching, walkthrough feedback, and ongoing opportunities for staff to practice and reflect on restorative and instructional strategies. **Strategy's Expected Result/Impact:** Follow-up through PLCs, coaching, modeling, walkthrough feedback, and opportunities for practice will increase implementation of professional learning in daily classroom practices and improve staff perceptions of the relevance and effectiveness of professional development. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PLC Leads **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

School Culture and Climate

Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. **Root Cause**: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause**: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause**: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause**: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, AEC Student Sense of Belonging, as measured by Panorama, will increase from 29% to 40%.

Evaluation Data Sources: Panorama Belonging and Connectedness, student surveys, student advisory feedback, counseling/CIS participation and student goal-setting documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Restorative Practices and Relationship Building: AEC will implement restorative practices learned through Region 18 professional development to strengthen student-adult relationships, build community, increase student voice and belonging, repair harm, and restore relationships following conflict. **Strategy's Expected Result/Impact:** Students will develop stronger relationships with adults and peers, have increased opportunities for voice and goal setting, and report an increased sense of belonging and connection to AEC. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Guidance Counselor, SAS Counselor, CIS Coordinator **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Restorative Culture: AEC staff will implement restorative practices and relationship-building strategies to establish trust, repair relationships, increase student connection, and support successful re-entry to home campuses. **Strategy's Expected Result/Impact:** Staff implementation of strategies learned through Region 18 Restorative Practices professional development will strengthen student-adult relationships, increase student voice and belonging, and provide restorative responses to conflict that promote accountability and repair relationships. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionist **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Student Connectedness increased from 26% to 42%, student Sense of Belonging remained at 29%, indicating that many students do not yet feel a strong connection to the overall school community. **Root Cause**: Frequent student entry and exit limits the amount of time available to establish relationships and a sense of belonging. Campus systems must therefore intentionally build connection beginning with the student's first day of placement.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, AEC Student Connectedness, as measured by Panorama, will increase from 42% to 50%.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Emergent Tree Framework: AEC will explicitly teach, model, reinforce and recognize the campus expectations of Be Safe, Be Respectful, and Be Responsible across classrooms and common areas to establish consistent expectations and strengthen student connection to the campus community. **Strategy's Expected Result/Impact:** Consistent implementation of Be Safe, Be Respectful, and Be Responsible expectations will increase consistency, positive behavior, student accountability, and students' connection to the campus community. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Teachers **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counseling, SEL and Student Support: Counselors, CIS, behavior-support staff and teachers will provide targeted social-emotional, behavioral and relationship supports based on student need, with intentional connections beginning at intake and continuing through re-entry. **Strategy's Expected Result/Impact:** Students will receive timely academic, behavioral, and social-emotional supports that strengthen relationships, engagement, resilience, and connection to school. **Staff Responsible for Monitoring:** Guidance Counselor, SAS Counselor, CIS Coordinator, Assistant Principals **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Student Connectedness increased from 26% to 42%, student Sense of Belonging remained at 29%, indicating that many students do not yet feel a strong connection to the overall school community. **Root Cause**: Frequent student entry and exit limits the amount of time available to establish relationships and a sense of belonging. Campus systems must therefore intentionally build connection beginning with the student's first day of placement.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of AEC students identified as chronically absent will decrease from 50.1% to 40%.

Evaluation Data Sources: PEIMS attendance, chronic absenteeism reports, attendance intervention documentation, parent contacts and MTSS records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Early Identification and Intervention: AEC will regularly review attendance data to identify students demonstrating patterns of absences, tardies and early checkouts and initiate individualized interventions before patterns become more severe. **Strategy's Expected Result/Impact:** Regular monitoring and early intervention will identify attendance concerns sooner, increase student daily attendance, and reduce the percentage of students who become chronically absent. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, Guidance Counselor **Problem Statements:** Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Barrier Reduction and Family Partnership: AEC will use family communication, counseling/CIS services, transportation coordination, student goal setting, attendance incentives, Saturday Student Support and individualized MTSS interventions to address barriers affecting regular attendance. **Strategy's Expected Result/Impact:** Individualized interventions and increased family communication will address barriers contributing to absences and improve consistent student attendance and placement completion. **Staff Responsible for Monitoring:** Assistant Principals, Attendance Clerk, Counselors, CIS Coordinator **Problem Statements:** Demographics 1, 2 - Family and Community Engagement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause**: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Demographics

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause**: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

School Culture and Climate

Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. **Root Cause**: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.

Family and Community Engagement

Problem Statement 2: Student attendance of 78.6% and chronic absenteeism of 50.1% indicate a need to strengthen family partnerships around attendance and student engagement. **Root Cause**: Families need consistent, proactive communication regarding attendance, academic progress, behavior, available supports, and expectations throughout the student's placement rather than only when concerns arise.

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Ector County Independent School District

Dowling Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

Our Mission:

Dowling Elementary will inspire students to develop intellectually, emotionally, and socially in a safe, orderly, and culturally diverse learning environment.

Vision

Our Vision:

We believe that in our quest for excellence, EVERY child can succeed in reaching his/her academic potential and becoming a responsible and productive citizen.

Value Statement

At Dowling, we enable students to be themselves--to explore their interests, discover their strengths and find the confidence to succeed in the world beyond Dowling.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the percentage of students performing at the Meets level on 3rd-5th Math STAAR will increase from 26% to 34%. Progress will be reviewed in October, January, March, and May using checkpoints, i-Ready Math, PLC notes, student work, and intervention data to adjust reteach and groups toward the 34% Meets target.

HB3 Board Goal

Evaluation Data Sources: STAAR Math, district checkpoints, i-Ready Math Diagnostic, campus progress monitoring, PLC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will analyze district checkpoint and i-Ready Math data during PLCs to identify low-performing TEKS, plan reteach lessons, and monitor student progress. **Strategy's Expected Result/Impact:** Students will receive more targeted reteach and intervention, resulting in increased Math STAAR Meets performance. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				896

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and Title I-funded intervention staff will provide targeted small-group math intervention for students performing below Meets, with emphasis on problem solving, computation, and priority TEKS. **Strategy's Expected Result/Impact:** Students below Meets will close skill gaps and demonstrate growth on checkpoints, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Admin/MCL's **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title I tutor and TRT to provide targeted small-group academic intervention for students performing below grade level. - Title One School- Improvement - $38,000				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, **Root Cause**: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the percentage of students performing at the Meets level on 3rd-5th Reading STAAR will increase from 32% to 38%. Progress will be reviewed in October, January, March, and May using checkpoints, i-Ready Reading, student work, written responses, PLC notes, and intervention data to adjust reteach and groups toward the 38% Meets target.

HB3 Board Goal

Evaluation Data Sources: STAAR Reading, district checkpoints, i-Ready Reading Diagnostic, student work samples, PLC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will analyze Reading checkpoint data and student work during PLCs to plan reteach lessons focused on comprehension, vocabulary, written response, and high-priority TEKS. **Strategy's Expected Result/Impact:** Students will improve reading comprehension, vocabulary, and written response, resulting in increased Reading STAAR Meets performance. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				898

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide targeted reading intervention for students performing below Meets, using i-Ready data, checkpoints, and classroom progress monitoring to adjust groups. **Strategy's Expected Result/Impact:** Students will receive timely intervention based on skill need and show progress on i-Ready, checkpoints, and STAAR. **Staff Responsible for Monitoring:** Principal / MCL **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, **Root Cause**: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the Meets level on Science STAAR will increase from 6% to 15%. Progress will be reviewed in October, January, March, and May using science checkpoints, unit assessments, vocabulary evidence, student work, and PLC notes to adjust reteach and support toward the 15% Meets target.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR Science, district science checkpoints, unit assessments, student work, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide protected science instruction using district-approved resources, academic vocabulary routines, hands-on learning, and spiral review of priority science TEKS. **Strategy's Expected Result/Impact:** Students will build science background knowledge, vocabulary, and conceptual understanding, resulting in improved Science STAAR performance. **Staff Responsible for Monitoring:** Principal / Assistant Principal/5th Grade MCL's **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				900

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will analyze science checkpoint and unit assessment data during PLCs to identify low-performing TEKS, plan reteach lessons, and provide targeted small-group support. **Strategy's Expected Result/Impact:** Students will receive targeted reteach and intervention in priority science standards, increasing the percentage of students reaching Meets. **Staff Responsible for Monitoring:** Principal / Science Lead Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

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Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, **Root Cause**: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the percentage of 3rd grade students performing at the Meets level on their Reading STAAR assessment will increase from 30% to 36%. Progress will be reviewed in October, January, March, and May using 3rd grade reading checkpoints, i-Ready, written responses, student work, and intervention data to adjust support toward the 36% Meets target.

HB3 Board Goal

Evaluation Data Sources: 3rd Grade Reading STAAR, district checkpoints, i-Ready Reading Diagnostic, student work samples, written response data, PLC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3rd grade teachers will analyze i-Ready Reading, district checkpoint, and student work data during PLCs to plan targeted reteach for comprehension, vocabulary, and written response. **Strategy's Expected Result/Impact:** Students will receive reteach instruction based on identified reading gaps, resulting in improved comprehension, vocabulary, written response, and increased 3rd grade Reading STAAR Meets performance. **Staff Responsible for Monitoring:** Principal / Assistant Principal / MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				902

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd grade teachers will provide targeted small-group reading intervention for students performing below Meets, using i-Ready, checkpoint, and classroom progress data to adjust instruction. **Strategy's Expected Result/Impact:** Students performing below Meets will receive targeted intervention matched to their reading needs, resulting in increased growth toward grade-level expectations and improved STAAR performance. **Staff Responsible for Monitoring:** Principal / Assistant Principal / MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, **Root Cause**: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May of 2027, the percentage of students in K-3 achieving or exceeding their i-Ready Reading goal will increase from 46% to 60%. Progress will be reviewed in October, January, March, and May using i-Ready diagnostics, growth reports, phonics progress monitoring, classroom data, and PLC notes to adjust support toward the 60% goal target.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading Diagnostic, i-Ready growth reports, classroom progress monitoring, phonics progress monitoring, PLC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3 teachers will use i-Ready Reading Diagnostic data and classroom progress monitoring to identify student reading needs and provide targeted foundational reading instruction. **Strategy's Expected Result/Impact:** Students will receive reading instruction matched to their identified skill needs, resulting in increased progress toward i-Ready Reading growth goals and stronger foundational literacy skills. **Staff Responsible for Monitoring:** Principal / Assistant Principal / MCLs **Title I:** 2.51, 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1				904

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 teachers will implement district-approved phonics and reading routines with fidelity to strengthen early literacy skills. **Strategy's Expected Result/Impact:** Students will receive consistent phonics, fluency, vocabulary, and comprehension instruction, resulting in improved reading growth and stronger readiness for 3rd grade Reading STAAR. **Staff Responsible for Monitoring:** Principal / Assistant Principal / MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

905

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, **Root Cause**: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.
Technology
Problem Statement 1: Dowling has access to student devices, digital platforms, and instructional technology, but technology use is not yet consistently connected to priority academic needs, progress monitoring, intervention, and differentiated instruction. **Root Cause**: Technology systems and digital tools need clearer expectations, monitoring, and alignment to campus instructional goals so they support learning outcomes rather than operate as separate resources.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May of 2027, School Connectedness Panorama favorable responses will increase from 61% to 66%.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and staff will implement Emergent Tree Tier 1 culture and behavior practices to strengthen classroom community, student belonging, and consistent adult responses. **Strategy's Expected Result/Impact:** Students will experience more consistent expectations, stronger classroom relationships, and increased school connectedness. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				906

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide student voice, classroom roles, and recognition opportunities to increase student ownership and connection to school. **Strategy's Expected Result/Impact:** Students will have more opportunities to feel seen, heard, and valued, increasing favorable School Connectedness responses. **Staff Responsible for Monitoring:** Principal / Counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, School Connectedness Panorama not favorable responses will decrease from 15% to 10%.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus staff will use Emergent Tree student support practices, Panorama data, attendance concerns, discipline data, and teacher input to identify students needing additional connection or support. **Strategy's Expected Result/Impact:** Students with low connectedness will be identified earlier and connected to support, reducing not favorable Panorama responses. **Staff Responsible for Monitoring:** Counselor / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				908

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus staff will increase adult-student connection through intentional check-ins, counseling support, and family communication for students identified as disconnected or at risk. **Strategy's Expected Result/Impact:** Students who report low connectedness or demonstrate attendance, behavior, or academic concerns will receive consistent adult support, reducing not favorable responses. **Staff Responsible for Monitoring:** Counselor / Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Family and Community Engagement
Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause**: Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause**: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May of 2027, student daily attendance will increase from 94.3% to 95%.

Evaluation Data Sources: Daily attendance reports, chronic absenteeism data, parent contact logs, attendance team documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership will monitor attendance weekly and provide early intervention for students with attendance concerns. **Strategy's Expected Result/Impact:** Students with attendance concerns will be identified earlier, reducing chronic absenteeism and increasing overall daily attendance. **Staff Responsible for Monitoring:** Assistant Principal / Attendance Clerk **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				910

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership will implement attendance contracts for students with chronic or repeated attendance concerns to increase family accountability, identify barriers, and improve daily attendance. **Strategy's Expected Result/Impact:** Students with repeated attendance concerns will receive documented intervention and family support, resulting in improved attendance and progress toward the 95% campus attendance goal. **Staff Responsible for Monitoring:** Attendance clerk/AP/Principal **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Family and Community Engagement
Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause**: Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause**: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May of 2027, exclusionary disciplinary infractions will decrease from 56 incidents to 48 incidents or fewer.

Evaluation Data Sources: PEIMS Reporting

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus staff will implement the Emergent Tree Tier 1 behavior framework with consistent expectations, routines, common language, and adult responses across classrooms and common areas. **Strategy's Expected Result/Impact:** Students will experience consistent behavior expectations and proactive support, reducing discipline referrals and exclusionary discipline. **Staff Responsible for Monitoring:** Data clerk/AP **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				912

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership will use discipline data and Emergent Tree support structures to identify repeat behaviors, locations, times, and students needing targeted intervention. **Strategy's Expected Result/Impact:** Behavior concerns will be addressed earlier through consistent support, reducing repeat referrals and improving campus climate. **Staff Responsible for Monitoring:** AP/Principal/Counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause**: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

913

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027, 100% of classrooms will implement high-yield instructional strategies, including AVID WICOR-aligned practices, across core content areas.

Evaluation Data Sources: Walkthrough data, lesson plans, student work samples, PLC documentation, classroom artifacts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement campus-identified high-yield instructional strategies, including AVID WICOR-aligned practices, to increase student engagement, writing, collaboration, organization, and academic discourse. **Strategy's Expected Result/Impact:** Students will experience more consistent instructional routines across classrooms, increasing engagement and improving access to rigorous content. **Staff Responsible for Monitoring:** Principal / Assistant Principal / Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				914

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PLCs will intentionally plan for student writing, academic vocabulary, collaboration, and student discourse within core content lessons. **Strategy's Expected Result/Impact:** Students will have more frequent opportunities to explain thinking, use academic language, and produce evidence of learning. **Staff Responsible for Monitoring:** MCLs / Grade-Level Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, **Root Cause**: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

915

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Dowling will maintain teacher retention at 90% or higher.

Evaluation Data Sources: Teacher retention data, staffing reports, exit data, staff feedback, campus climate data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership will provide structured support for new and returning teachers through onboarding, coaching, feedback, and regular check-ins. **Strategy's Expected Result/Impact:** Teachers will receive clearer expectations and stronger support, increasing retention and improving classroom consistency. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.52 **- 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, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1				916

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership will strengthen staff culture through clear communication, recognition, shared leadership opportunities, and timely response to staff concerns. **Strategy's Expected Result/Impact:** Teachers will experience stronger campus support and clearer communication, increasing staff morale and retention. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.51, 2.52 **- 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, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Dowling serves a high-needs student population that requires consistent support from trained, effective staff. The campus has significant instructional demands in bilingual/ESL, Special Education, intervention, and core content areas, making staff retention, coaching, and instructional alignment critical. **Root Cause**: Staff support systems must continue to strengthen onboarding, coaching cycles, PLC leadership, instructional feedback, and retention practices so teachers and support staff can consistently meet student needs.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May of 2027, at least 90% of teachers will earn Proficient or above on T-TESS Domains 2.1 Achieving Expectations and 2.2 Content Knowledge and Expertise.

Evaluation Data Sources: T-TESS walkthroughs, formal observations, coaching notes, PLC documentation, lesson plans, student work samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership and MCLs will provide coaching cycles focused on lesson alignment, rigor, questioning, student engagement, and evidence of learning. **Strategy's Expected Result/Impact:** Teachers will improve lesson design and instructional delivery, increasing the percentage of teachers rated Proficient or above in T-TESS Domains 2.1 and 2.2. **Staff Responsible for Monitoring:** Principal / Assistant Principal / MCLs **Title I:** 2.51, 2.52 **- 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, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title I School Improvement funding for instructional leadership, MCL coaching support, PLC implementation, intervention planning, and teacher support systems. - Title One School- Improvement - $182,000				918

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership will conduct structured learning walks and walkthroughs aligned to T-TESS Domains 2.1 and 2.2. **Strategy's Expected Result/Impact:** Teachers will receive consistent feedback aligned to instructional expectations, resulting in improved classroom practice and stronger T-TESS performance. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.51, 2.52 **- 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, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Dowling serves a high-needs student population that requires consistent support from trained, effective staff. The campus has significant instructional demands in bilingual/ESL, Special Education, intervention, and core content areas, making staff retention, coaching, and instructional alignment critical. **Root Cause**: Staff support systems must continue to strengthen onboarding, coaching cycles, PLC leadership, instructional feedback, and retention practices so teachers and support staff can consistently meet student needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause**: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2027, Panorama Sense of Belonging favorable responses will increase from 57% to 62%.

Evaluation Data Sources: Panorama student survey data, classroom culture walkthroughs, Emergent Tree documentation, student feedback, campus culture documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and staff will implement Emergent Tree culture practices to strengthen student belonging, classroom community, and consistent adult-student relationships. **Strategy's Expected Result/Impact:** Students will experience stronger classroom connection and belonging, increasing favorable Sense of Belonging responses. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				920

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus staff will increase student recognition and leadership opportunities to help students feel seen, valued, and connected to the campus. **Strategy's Expected Result/Impact:** Students will have increased opportunities to participate, lead, and be recognized, improving Sense of Belonging results. **Staff Responsible for Monitoring:** CIT **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

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Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2027, Panorama Sense of Belonging not favorable responses will decrease from 19% to 14%.

Evaluation Data Sources: Panorama student survey data, counseling/support documentation, MTSS documentation, discipline data, attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus staff will use Panorama, attendance, discipline, academic, and teacher input data to identify students reporting low belonging or showing signs of disconnection. **Strategy's Expected Result/Impact:** Students with low belonging or signs of disconnection will be identified earlier and connected to appropriate campus supports, resulting in fewer students reporting not favorable responses on the Panorama Sense of Belonging survey. **Staff Responsible for Monitoring:** Counselor / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				922

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus staff will provide targeted adult check-ins and family communication for students identified as disconnected or at risk. **Strategy's Expected Result/Impact:** Students with low belonging will receive consistent adult support, reducing not favorable Sense of Belonging responses. **Staff Responsible for Monitoring:** Counselor / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Family and Community Engagement
Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause**: Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause**: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May of 2027, Dowling will implement at least 4 documented family/campus connection opportunities and maintain monthly family communication to strengthen family and campus connection.

Evaluation Data Sources: Family communication logs, parent participation data, campus event documentation, student recognition documentation, family feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership and staff will provide consistent family communication connected to student progress, attendance, behavior, and campus priorities. **Strategy's Expected Result/Impact:** Families will receive timely and actionable communication, strengthening family connection to the campus. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				924

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will provide family engagement opportunities connected to student learning, campus culture, and student recognition. **Strategy's Expected Result/Impact:** Families will have increased opportunities to engage with the campus, improving trust, communication, and connection to school. **Staff Responsible for Monitoring:** Principal / Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause**: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Family and Community Engagement
Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause**: Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.

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Ector County Independent School District

Ector Middle School

2026-2027 Board Goals/Performance Objectives/Strategies

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, at least 30% of students in grades 6-8 will meet or exceed their individualized i-Ready Typical Growth target in Reading, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: I-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				930

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

931

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, at least 30% of students in grades 6-8 will meet or exceed their individualized i-Ready Typical Growth target in Math, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: I-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				932

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using i-Ready Math and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual i-Ready Math growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				934

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

935

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 33% to 40%.

Indicators of Success:
Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: 2027 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				936

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				938

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

939

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May of 2027, the % of students performing at the MEETS level on 6th-8th Math STAAR will increase from 26% to 36%.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				940

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using i-Ready Math, checkpoint, and STAAR data, and targeted instructional adjustments to ensure students meet or exceed their annual Math growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				942

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

943

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2027, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 96% to 100%.

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: ALG 1 EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				944

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using Algebra I checkpoint and assessment data, and targeted instructional adjustments to ensure students meet or exceed their Algebra I EOC performance goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				946

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

947

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May of 2027, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 7% to 14%.

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				948

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using Social Studies checkpoint and assessment data, and targeted instructional adjustments to ensure students meet or exceed their 8th-grade Social Studies STAAR performance goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				950

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

951

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2027, the % of students performing at the MEETS level on 8th Science STAAR will increase from 42% to 47%.

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				952

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using Science Checkpoint and assessment data, and targeted instructional adjustments to ensure students meet or exceed their 8th-grade Science STAAR performance goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year through their 7th-period class. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. **Strategy's Expected Result/Impact:** Improve overall performance and close educational gaps. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title 1 - Title One School- Improvement - $90,000				954

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

955

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

956

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Student daily attendance will increase from 93.5% to 95%.

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ector will establish a three-tiered attendance intervention system that includes parent phone calls, attendance contracts, and counselor or administrator conferences for students who fall below 95% attendance, with support from Communities In Schools to remove barriers and monitor progress weekly. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Admin, counselors, CIS **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				957

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ector will implement monthly incentives (e.g., grade-level competitions, recognition on the Eagle Wall, raffles, or classroom rewards) to celebrate students with 95% or higher attendance, reinforcing positive habits and building a culture of attendance awareness. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Admin, counselors, CIS **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. **Root Cause**: Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

958

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 1,695 to 1,200.

Evaluation Data Sources: Decrease disciplinary infractions on campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and administrators will implement the Emergent Tree Reach and Respond framework to proactively address student behavior through relationship-building, restorative conversations, and consistent corrective strategies. **Strategy's Expected Result/Impact:** Reduce the need for exclusionary discpline. **Staff Responsible for Monitoring:** Admin, Counselors, Emergent Tree/MTSS Team. **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors and administrators will implement a student check-in/check-out system to provide daily goal setting, monitoring, and adult mentorship for students needing additional behavioral support. **Strategy's Expected Result/Impact:** Reduce the need for exclusionary discpline. **Staff Responsible for Monitoring:** Admin, Counselors, Emergent Tree/MTSS Team. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. **Root Cause**: Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

960

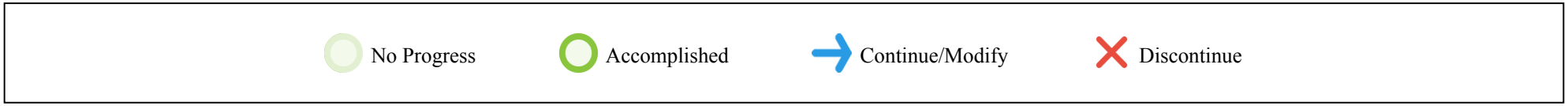
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Ector College Prep will strengthen its College, Career, and Military Readiness (CCMR) efforts by expanding AVID strategies campus-wide, incorporating college and career exploration into Eagle's Nest lessons, and hosting career days and student-led goal-setting conferences to foster a college-going culture and prepare students for future academic success.

Evaluation Data Sources: AVID evidence, Improving overall Academics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ector College Prep's AVID class will organize and lead campus-wide events such as College T-Shirt Days, Career Panels, and College Readiness Spirit Weeks. AVID students will serve as ambassadors to promote a college-going culture across all grade levels. **Strategy's Expected Result/Impact:** School-wide participation in college and career events will improve student exposure to post-secondary options and contribute to a more connected and future-focused campus environment. **Staff Responsible for Monitoring:** Admin, AVID Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				961

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ector College Prep will provide students with meaningful college and career readiness experiences through student presentations, guest speakers, high school and college awareness activities, and educational field trips. These opportunities will help students establish academic goals, explore postsecondary pathways, and develop a college- and career-ready mindset. **Strategy's Expected Result/Impact:** Students will develop ownership of their academic and career pathways, resulting in increased engagement and preparedness for high school CCMR tracking. **Staff Responsible for Monitoring:** Admin, AVID Teacher **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



962

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 30% of students will meet or exceed their individualized expected growth targets on the i-Ready Reading and Mathematics Diagnostics, as measured from the 2026 Beginning-of-Year Diagnostic to the 2027 End-of-Year Diagnostic, through high-quality Tier I instruction and targeted interventions.

HB3 Board Goal

Evaluation Data Sources: I-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52 - **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** 3 MCLs (Math, Reading, Science) - Title One School- Improvement - $45,000, 1 Instructional Coach - Title One School- Improvement - $75,000				963

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

964

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement district curriculum and standards-aligned instructional practices with fidelity, as evidenced through walkthroughs, PLC documentation, and coaching cycle data.

Evaluation Data Sources: Walkthroughs, exemplars, PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will collaboratively internalize lessons using EduHub during weekly PLCs by unpacking TEKS, identifying success criteria, planning rigorous instructional strategies, and developing checks for understanding. **Strategy's Expected Result/Impact:** Fidelity of district curriculum and instructional improvement **Staff Responsible for Monitoring:** Admin/MCLs **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				965

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction is evident in classrooms during walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

966

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Ector College Prep will increase teacher retention from 70.7% to 80% by strengthening professional learning, instructional coaching, and teacher leadership opportunities.

Evaluation Data Sources: Teacher retentation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ector College Prep will establish a tiered support system that includes instructional coaching, monthly mentorship check-ins for new, returning, and international teachers, and regular feedback cycles from administrators and instructional leaders to build teacher capacity and confidence. **Strategy's Expected Result/Impact:** Build teacher capacity and confidence. **Staff Responsible for Monitoring:** Admin, ICs, MCLs **Title I:** 2.53 - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ector College Prep will implement monthly staff recognition meetings and structured opportunities for staff voice and collaboration (e.g., culture committees, pulse surveys, Teachers Nest) to improve morale, belonging, and commitment to the campus. **Strategy's Expected Result/Impact:** Increase teacher retention and overall improve campus culture. **Staff Responsible for Monitoring:** Admin, Counselors, Committees **Title I:** 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. **Root Cause**: Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Ector College Prep will increase the percentage of students reporting a positive sense of school connectedness on the Panorama Survey from 45% to 50% by fostering meaningful relationships, increasing student engagement, and promoting a positive school culture.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement campus-wide relationship-building structures through advisory/Eagle's Nest, mentoring, student check-ins, and restorative practices to ensure every student has a trusted adult and feels connected to the school community. **Strategy's Expected Result/Impact:** Improve school-wide connectedness on Panorama Survey **Staff Responsible for Monitoring:** Admin/ Leadership **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				969

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increase student engagement and school pride by expanding student leadership opportunities, clubs, extracurricular activities, recognition programs, and family engagement events that promote belonging and participation. **Strategy's Expected Result/Impact:** Improve school-wide connectedness on Panorama Survey **Staff Responsible for Monitoring:** Admin/ Leadership **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

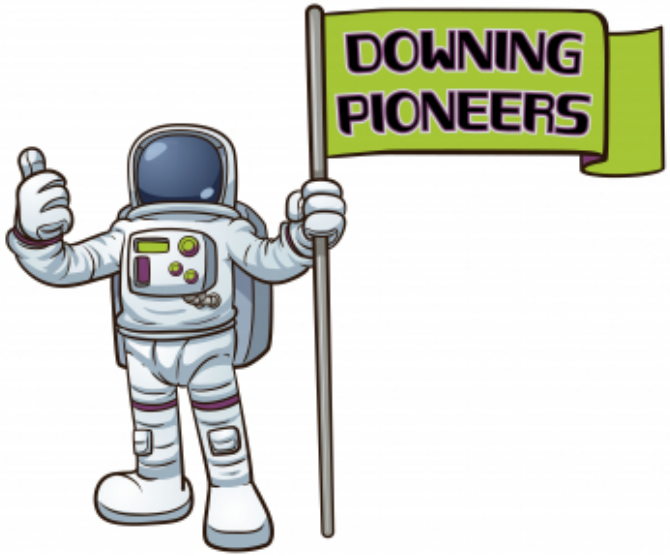
School Culture and Climate
Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. **Root Cause**: Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

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Ector County Independent School District

Edward K. Downing Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



971

Mission Statement

Our mission at EKD is to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of well-being and acquisition of new academic skills.

Vision

Our vision at EKD is to help develop the leaders of tomorrow. Provide academic excellence, and prepare our students for post-secondary education. We will accomplish this by using innovative ideas, technology, and a rigorous academic environment in which each student will reach their maximum potential as our journey starts today.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 38% to 46%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Lesson Plans and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
iReady
Checkpoints

974

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.

Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement.

Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders and Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.	Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators	August 2026-May 2027; weekly implementation and monitoring	
2	Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.	Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; weekly learning walks with monthly trend reviews	

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: Curriculum, Instruction, and Assessment 3

Funding Sources: additional MCL - Title One School-wide - $3,000

975

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills.

Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in reading and math.

Staff Responsible for Monitoring: Classroom teachers, campus administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.	Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators	August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027	
2	Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.	Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; progress monitored every 6-9 weeks	

TEA Priorities:
Build a foundation of reading and math
- **Targeted Support Strategy**

Funding Sources: Tutoring - Title One School-wide - $30,000

976

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: Teachers are in need of ongoing coaching and instructional support to strengthen the impact instruction. Feedback from Opportunity Culture leaders and administrators with evidence of improved instructional practices, are needed to increase student progress toward mastery. **Root Cause**: Although the Opportunity Culture Team and administrators provide coaching, not all teachers consistently implement bite-sized coaching steps or adjust instruction based on feedback and student work analysis.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 36% to 49%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
On-going coaching for all staff
Checkpoints

977

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: The 3rd-5th grade teachers will be coached by the Reading specialist and Multi-classroom leaders on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices.

Strategy's Expected Result/Impact: The Multi-classroom leaders and Reading specialist will support the classroom teacher in improving classroom practices which will lead to student improvement

Staff Responsible for Monitoring: Administrators, Multi-classroom leaders, and Reading Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.	Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers	September 2026-May 2027; coaching cycles every 4-6 weeks	
2	Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

978

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: The 3rd - 5th grade teachers will monitor student progress and set student goals after every checkpoint.

Strategy's Expected Result/Impact: Targeted reading intervention and reading fluency will improve.

Staff Responsible for Monitoring: Administrators, multi-classroom leaders and Reading speciali

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists	Within 10 instructional days following each Checkpoint	
2	Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.	3rd-5th Grade Teachers, Multi-Classroom Leaders	Within 15 instructional days following each Checkpoint	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

979

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of 5th Grade students performing at the MEETS level on Science STAAR will increase from 18% to 28%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Lesson plans
Walk-through and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
On-going coaching for all staff

Strategy 1 Details

Strategy 1: Strengthen Science Instruction Through Hands-On Learning and Aligned Resources

Strategy's Expected Result/Impact: Teachers will be provided targeted professional development on 5th grade Science standards, instructional strategies for inquiry-based learning, and use of district-adopted resources.

Staff Responsible for Monitoring: Administrators, Curriculum and Instruction Department support staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The 5th Grade Science teacher will collaborate with Curriculum and Instruction support staff to unpack priority Science TEKS and identify opportunities for hands-on investigations, inquiry, academic vocabulary, and application of science concepts.	5th Grade Science Teacher, Curriculum and Instruction Support Staff, Administrators	August-September 2026; reviewed and adjusted each grading period	
2	The Science teacher will incorporate district-adopted instructional resources and hands-on learning experiences aligned to the depth and complexity of the TEKS, with administrators monitoring implementation through learning walks.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	September 2026-May 2027; weekly instruction and monthly monitoring	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Reviews

Formative			Summative
Oct	Jan	Mar	May
			980

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Use Data-Driven Interventions and Progress Monitoring

Strategy's Expected Result/Impact: Teacher will track progress using data meetings every 6-9 weeks to adjust instruction and interventions

Staff Responsible for Monitoring: Administrators, teachers, curriculum and Instruction support

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	Every 6-9 weeks, October 2026-May 2027	
2	Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.	5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff	October 2026-May 2027; intervention monitored every 6-9 weeks	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

981

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students in K-3 achieving or exceeding their I-ready reading goal will increase from 44% to 54%.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: BOY, MOY and EOY scores
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes (data)
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff

Strategy 1 Details

Strategy 1: According to the iReady Reading Growth Assessment, the number of the students in k-3 meeting or exceeding their growth goals will increase from 15% to 25%.

Strategy's Expected Result/Impact: The percentage of students K-3 reading at or above grade level will improve.

Staff Responsible for Monitoring: Multi-classroom leaders, teachers and administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	K-3 teachers will analyze BOY iReady data to identify individual student areas of need and establish individualized growth goals aligned to students' diagnostic results.	K-3 Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	August-September 2026; goals established within 15 instructional days of BOY testing	
2	Teachers will provide differentiated small-group instruction and iReady practice aligned to individual student needs and review progress regularly to adjust instruction.	K-3 Teachers, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 Details	Reviews			
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Strategy 2: With the Multi-classroom leaders, Reach Associates and added Opportunity Culture team members, more teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math.				

Strategy's Expected Result/Impact: The percentage of students growth K-3 will improve in both reading and math.

Staff Responsible for Monitoring: Teachers
Multi-classroom Leaders
Reach Associates/Teacher residents
Master Team Reach Teachers
Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Multi-Classroom Leaders and Opportunity Culture team members will identify teachers needing additional support and develop individualized coaching plans focused on instructional practices that directly impact student growth.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	August-September 2026; coaching plans updated each grading period	
2	Coaches will conduct observation, modeling, co-planning, and feedback cycles and monitor the impact of implementation through classroom walkthroughs and student achievement data.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	September 2026-May 2027; coaching cycles every 4-6 weeks	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

983

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 38% to 48%.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: BOY, MOY, EOY iReady data

Strategy 1 Details

Strategy 1: Teachers will track 3rd grade student scores using district provided ipads by comparing them to their 2nd grade scores as a baseline to ensure students are making progress.

Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention.

Staff Responsible for Monitoring: Multi-classroom leaders
Teachers
Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.	3rd Grade Teachers, Multi-Classroom Leaders, Administrators	August-September 2026	
2	Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September 2026-May 2027; reviewed every 4-6 weeks	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Achievement 1

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Strategy 2 Details	Reviews			
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Strategy 2: Tutoring will be provided during and /or after school.

Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve.

Staff Responsible for Monitoring: Multi-classroom leaders
Teachers
Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September-October 2026; regroup every 6-9 weeks	
2	Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.	Tutors, 3rd Grade Teachers, Reading Specialist	October 2026-May 2027	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Achievement 1

985

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade Reading STAAR performance in meets was only at 38%. **Root Cause**: Tier 1 reading instruction and small-group interventions lack the rigor, differentiation, and targeted supports necessary to address students' foundational skill gaps and move them toward grade-level expectations.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 72% to 75%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: panorama survey spring 2027

Strategy 1 Details

Strategy 1: Strengthen Student-Teacher and Peer Relationships by implementing weekly classroom community circles or morning meetings to build trust, promote student voice, and strengthen relationships.

Strategy's Expected Result/Impact: Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons.

Staff Responsible for Monitoring: Administrators, teachers, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will implement weekly community circles or morning meetings using campus SEL/Student Wellness Being lessons to build relationships, practice communication skills, and provide opportunities for student voice.	Teachers, Counselors, Administrators	August 2026-May 2027; weekly	
2	Administrators and counselors will monitor implementation through classroom walkthroughs, student feedback, and teacher reflections and provide support to classrooms needing additional assistance.	Administrators, Counselors	September 2026-May 2027; monthly monitoring	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Increase Student Engagement in Campus Activities by expanding extracurricular opportunities such as clubs, student leadership groups, and mentoring programs to ensure all students feel connected to school.

Strategy's Expected Result/Impact: by tracking student participation in activities and gathering feedback will ensure equitable access for all students and create a sense of belonging to the school community.

Staff Responsible for Monitoring: Teachers, Administrators, Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify and establish student leadership groups, clubs, mentoring opportunities, and campus activities that provide students with multiple opportunities to participate and contribute.	Administrators, Counselors, Teachers	August-October 2026; activities operational by October 2026	
2	Track student participation and solicit student feedback each semester to identify students not participating and create additional opportunities for equitable involvement.	Counselors, Teachers, Administrators	October 2026-May 2027; participation reviewed quarterly	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

987

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 93.8% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance records

Strategy 1 Details

Strategy 1: Strengthen Attendance Monitoring and Parent Communication by implementing a systematic attendance monitoring process with daily reviews and weekly reports to identify students with chronic absences.

Strategy's Expected Result/Impact: Communication will promptly be shared with parents through phone calls, letters, and conferences to address attendance concerns and provide resources for support. We will recognize and celebrate improved attendance through positive communication and family engagement.

Staff Responsible for Monitoring: Administrators, teachers, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Attendance staff and administrators will review attendance daily and generate a weekly list of students with repeated absences or tardies for follow-up.	Attendance Clerk, Administrators, Counselors, Teachers	August 2026-May 2027; daily review/ weekly report	
2	Staff will contact families of identified students through phone calls, letters, conferences, and available support resources and document interventions and outcomes.	Teachers, Counselors, Administrators	Within 5 school days of identification; ongoing throughout the year	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Incentivize and Support Student Attendance by establish campus-wide attendance incentives such as weekly recognition, monthly rewards, and classroom competitions to encourage consistent attendance.

Strategy's Expected Result/Impact: Increased parent awareness and accountability will lead to earlier interventions for students with attendance concerns, reducing chronic absenteeism and improving overall attendance rates.

Staff Responsible for Monitoring: Teachers, administrators, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish a campus attendance recognition calendar that includes weekly student/classroom recognition and monthly attendance celebrations.	Administrators, Counselors, Teachers	Launch September 2026; continue monthly through May 2027	
2	Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.	Administrators, Counselors, Attendance Clerk	Monthly September 2026-May 2027	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

989

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 34% to 24%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline SQL reports

Strategy 1 Details

Strategy 1: Implement Restorative Practices and Social-Emotional Learning (SEL)

Strategy's Expected Result/Impact: Increased use of restorative approaches will reduce the need for exclusionary discipline, improve student-teacher relationships, and create a more positive school climate.

Staff Responsible for Monitoring: Teachers, Administration, Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will implement scheduled SEL/Student Wellness Being lessons and use restorative conversations to address conflict, problem-solving, emotional regulation, and relationship repair.	Teachers, Counselors, Administrators	August 2026-May 2027; SEL weekly and restorative practices as needed	
2	Administrators and counselors will review discipline referrals to identify recurring behaviors and provide targeted SEL or restorative interventions before behaviors escalate when appropriate.	Administrators, Counselors	Biweekly review, September 2026-May 2027	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen Behavior Interventions and Support Systems by establish a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework with clear expectations, consistent consequences, and positive reinforcement.

Strategy's Expected Result/Impact: Consistent implementation of proactive supports will decrease disciplinary infractions, keep students engaged in instruction, and promote equity in behavior management.

Staff Responsible for Monitoring: Teachers, administrators, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership will clearly define and reteach behavior expectations for common areas, classrooms, transitions, and dismissal, with staff using consistent language and responses.	Administrators, Counselors, Teachers	August-September 2026; reteach after breaks and as data indicates	
2	Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.	Administrators, Counselors, Teachers	September 2026-May 2027; data reviewed monthly	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

991

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: EKD will improve the implementation of TEK-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects by May 2027.

Evaluation Data Sources: Learning walk documentation, STAAR, Checkpoints, iReady

Strategy 1 Details

Strategy 1: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science.

Strategy's Expected Result/Impact: 100% of students will have access to high-quality instructional materials for tier 1 instruction.

Staff Responsible for Monitoring: Administrators, teachers, multi-classroom leaders, Bilingual, Math and Reading Specialists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Content Specialists and Multi-Classroom Leaders will support teachers in unpacking TEKS and implementing the district K-5 instructional framework during collaborative planning and PLCs.	Content Specialists, Multi-Classroom Leaders, Teachers, Administrators	August 2026-May 2027; weekly PLC support	
2	Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/ coaching when gaps are identified.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly learning walks	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 2: Strategic Staffing
Problem Statements: Student Achievement 2, 3

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Strategy 2 Details	Reviews			
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Strategy 2: Curriculum and Instruction will provide support in the DDI and backwards planning process through PLC support and professional development.

Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional and targeted backwards planning based on student needs and data.

Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialist, Curriculum and Instructional support

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC teams will use a consistent Data-Driven Instruction protocol to analyze student performance, identify priority standards, determine instructional responses, and plan reteaching/enrichment.	Teachers, PLC Leads, Multi-Classroom Leaders, Content Specialists	August 2026-May 2027; every PLC cycle	
2	Campus specialists and Curriculum and Instruction support staff will provide professional development and coaching on backwards planning, assessment alignment, rigor, and use of student data.	Curriculum and Instruction Support, Content Specialists, Administrators	August 2026-May 2027; initial training by September 2026 and ongoing support	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 2: Strategic Staffing

993

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Science performance showed declines or minimal growth across Approaches and Meets performance levels, with 31% Approaches (down 13%) and 10% Meets (down 3%), indicating a lack of sustained academic progress. **Root Cause**: Students did not receive rigorous instruction during the Fall Semester due to an ineffective teacher who was not removed until the Spring Semester.
Problem Statement 3: Although 4th grade Math STAAR scores showed a total increase, Bilingual students had a significant lower percentage in Approaches and Meets compared to the Monolingual students. **Root Cause**: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress to a higher level.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase percentage of student passing 5th grade STAAR Reading test from 64% to 74% by May 2027.

Evaluation Data Sources: Checkpoints, BOY, MOY, EOY iReady, district benchmarks

Strategy 1 Details

Strategy 1: Collaborate with Curriculum and Instruction to see which students are not meeting their objectives each 9 weeks.

Strategy's Expected Result/Impact: To improve student outcomes and fill academic learning gaps.

Staff Responsible for Monitoring: Teachers, administrators, Multi-classroom leaders, content specialists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	At the end of each nine-week grading period, the 5th Grade team will analyze Checkpoints, iReady, district benchmarks, and classroom data to identify students who have not mastered priority standards.	5th Grade Teachers, Administrators, Multi-Classroom Leaders, Content Specialists	Every nine weeks, October 2026-May 2027	
2	The team will develop targeted instructional/ intervention plans for identified students and monitor implementation and progress during subsequent PLC meetings.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	Within 10 instructional days after each nine-week data review	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 Details	Reviews			
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Strategy 2: Strengthen Reading Instruction through targeted Small-Group Support and Data-Driven Practices.

Strategy's Expected Result/Impact: By using MAP Reading, benchmarks, and classroom assessments we will be able to identify student gaps and provide differentiated small-group instruction focused on comprehension, vocabulary development, and critical thinking.

Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use MAP/benchmark, iReady, Checkpoint, and classroom assessment data to create flexible reading groups targeting comprehension, vocabulary, critical thinking, and identified TEKS gaps.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	August 2026-May 2027; groups established by September and regrouped every 4-6 weeks	
2	Teachers will provide targeted small-group instruction during the instructional day and document student progress through common assessments and student work analysis.	5th Grade Teachers, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Achievement 2, 3

995

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Science performance showed declines or minimal growth across Approaches and Meets performance levels, with 31% Approaches (down 13%) and 10% Meets (down 3%), indicating a lack of sustained academic progress. **Root Cause**: Students did not receive rigorous instruction during the Fall Semester due to an ineffective teacher who was not removed until the Spring Semester.
Problem Statement 3: Although 4th grade Math STAAR scores showed a total increase, Bilingual students had a significant lower percentage in Approaches and Meets compared to the Monolingual students. **Root Cause**: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress to a higher level.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase attendance rate from 93.8% to 95% for all students by May of 2027.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences.				996

Strategy's Expected Result/Impact: To improve family awareness and earlier interventions will reduce chronic absenteeism, resulting in more students attending regularly and contributing to reaching the 95% attendance goal.

Staff Responsible for Monitoring: Administrators, teachers, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The Attendance Clerk and administrators will review daily attendance and generate weekly reports identifying students with attendance patterns requiring intervention.	Attendance Clerk, Administrators, Counselors	August 2026-May 2027; daily review and weekly reporting	
2	Teachers, counselors, and administrators will communicate with families of identified students and develop individualized attendance interventions when attendance concerns persist.	Teachers, Counselors, Administrators	Ongoing; family contact initiated within 5 school days of identification	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Incentivize and Support Student Attendance by implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits.

Strategy's Expected Result/Impact: Incentives and wraparound supports will encourage students to attend consistently, strengthen a positive school culture around attendance, and drive progress toward the 95% target.

Staff Responsible for Monitoring: Teachers, administrators, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement weekly and monthly attendance recognition for students and classrooms meeting established attendance expectations.	Teachers, Counselors, Administrators	September 2026-May 2027	
2	Review monthly attendance data to determine whether incentives are impacting attendance and modify recognition/support systems for identified student groups as needed.	Administrators, Counselors, Attendance Clerk	Monthly October 2026-May 2027	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

997

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: EKD will provide a safe and supportive environment by May 2027.

Evaluation Data Sources: Safeschools training, Threat Assessment reports, Panorama Survey

Strategy 1 Details	Reviews			
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Strategy 1: 100% of campus staff will complete awareness trainings about child abuse and preventative measures.

Strategy's Expected Result/Impact: Campus staff will have awareness to provide a more supportive environment for students.

Staff Responsible for Monitoring: Teachers, Administrators and Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus administration will communicate required SafeSchools training expectations and provide staff with dedicated time and access to complete child abuse awareness and prevention training.	Administrators, Counselors, Teachers	August-September 2026	
2	Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.	Principal, Assistant Principals	Monthly August-October 2026; 100% completion by October 31, 2026	

998

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
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Strategy 2: School staff will receive Trauma and Grief Informed Classroom and Educator Wellness training from the Counselor.

Strategy's Expected Result/Impact: To create a more supportive and collaborative environment for all students.

Staff Responsible for Monitoring: Teachers, administrators, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The counselor will provide staff professional learning on trauma- and grief-informed classroom practices, recognizing student needs, and appropriate responses/supports.	Counselors, Administrators	September-October 2026	
2	Administrators will monitor implementation through walkthroughs and staff feedback and provide additional support/resources to teachers as needed.	Administrators, Counselors	October 2026-May 2027; quarterly monitoring	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

999

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: EKD will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects K-5.

Evaluation Data Sources: STAAR, BOY, MOY and EOY iReady, Checkpoints, Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Curriculum and Instruction will align grade level TEKS for K-5 to ensure grade-level rigorous instruction.				1000

Strategy's Expected Result/Impact: Increase student engagement, improved quality of student work and readiness for success beyond the classroom. Teachers will use project-based learning apps to foster creativity, critical thinking and teamwork among students to enhance student enagement.

Staff Responsible for Monitoring: Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Content Specialists and grade-level teams will unpack priority TEKS and align daily learning objectives, tasks, questioning, and student products to grade-level rigor.	Content Specialists, Multi-Classroom Leaders, Teachers, Administrators	August-September 2026; reviewed throughout the year	
2	Teachers will incorporate appropriate project-based learning and technology-supported tasks that require creativity, critical thinking, collaboration, and application of learning.	Teachers, Multi-Classroom Leaders, Content Specialists	September 2026-May 2027; monitored through lesson plans and walkthroughs	

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
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Strategy 2: Implement a School-Wide Framework for Rigorous Instruction and High Expectations aligned to TEKS and the district curriculum.

Strategy's Expected Result/Impact: Teachers will deliver more rigorous, engaging lessons with clear expectations, leading to greater student ownership of learning and a stronger academic culture across the campus.

Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content Specialists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership will establish and communicate school-wide instructional expectations/look-fors focused on rigor, engagement, academic discourse, questioning, checks for understanding, and student ownership.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	August-September 2026	
2	Administrators and instructional leaders will conduct weekly learning walks, collect implementation data, provide feedback, and use monthly trend data to determine professional learning and coaching needs.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly walkthroughs and monthly data reviews	

1001

TEA Priorities:
Improve low-performing schools

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

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student connectedness from 72% to 75% on the Panorama Survey by Spring 2027.

Evaluation Data Sources: Spring Panorama Survey 2027

Strategy 1 Details	Reviews			
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Strategy 1: Build Stronger Classroom Communities by providing staff training on relationship-building, Social-Emotional Learning (SEL), and culturally responsive practices.				1002

Strategy's Expected Result/Impact: Students will feel more valued, supported, and connected to their teachers and peers, leading to stronger relationships and higher connectedness scores on the Panorama Survey.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Counselors and campus administrators will provide professional learning on relationship-building, SEL, and culturally responsive practices and provide teachers with strategies that can be implemented immediately.	Counselors, Administrators	August-October 2026	
2	Teachers will implement relationship-building and SEL practices, while administrators and counselors monitor implementation through walkthroughs, teacher reflections, and student feedback.	Teachers, Counselors, Administrators	September 2026-May 2027; monitoring monthly	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
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Strategy 2: Expand Student Voice and Engagement Opportunities by creating opportunities for students to participate in decision-making through student leadership groups, and feedback surveys.

Strategy's Expected Result/Impact: Students will develop a sense of ownership and belonging within the school community, resulting in higher engagement and an increase in overall connectedness from 46% to 66%.

Staff Responsible for Monitoring: Teachers, Administrators, Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and expand student leadership opportunities, including Pioneer Leaders, House leadership, student groups, and other campus opportunities that allow students to contribute to campus decisions and activities.	Principal, Counselors, Teachers, House Leaders	August-October 2026; ongoing through May 2027	
2	Administer student feedback/pulse surveys during the school year and use results to identify areas for improvement in student voice, belonging, and engagement before the Spring Panorama Survey.	Counselors, Administrators, Teachers	October 2026, January 2027, and April 2027	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

1003

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

G.E."Buddy" West Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1004

Mission Statement

Campus: To create a dedicated, determined, dependable, disciplined learning community.

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 15
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1006

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 42% to 50%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details

Reviews

Formative			Summative
Oct	Jan	Mar	May

Strategy 1: Implement a daily mathematics intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level.

Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment.

Staff Responsible for Monitoring: Leadership team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Leadership team will review PLC, Know/Shows, exemplars and follow the DDI process.	MCLs Principal	weekly	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

Funding Sources: - Title One School- Improvement - $115,000

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions.

Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.

Staff Responsible for Monitoring: Teachers, MCLs, Leadership team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Meet weekly with MCLs and leadership team to follow the PLC Cycle with fidelity. Meet after Iready testing to analyze data and create a reteach plan.	MCL/ Principal	weekly	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1
Funding Sources: - Title One School- Improvement - $15,000

1008

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period.

Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability.

Staff Responsible for Monitoring: Administrators, teachers, campus specialists, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data folder checks will be implemented, along with parent data conferences where students will share their data folder and progress made.	Teachers/ MCL/ Leadership team	after each assesment	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1

1009

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Buddy West will implement Opportunity Culture through Multi-Classroom Leaders (MCLs) who lead weekly PLCs, analyze student data, and support teachers through coaching and feedback. PLCs will focus on TEKS alignment, student work, identifying learning gaps, and planning targeted instruction. Campus leaders and MCLs will use SIBME to provide ongoing observation, feedback, and coaching aligned to campus instructional priorities. Leadership will also monitor i-Ready progress weekly, including usage, lesson completion, and lessons passed, to identify students needing additional support and ensure progress toward growth goals. **Strategy's Expected Result/Impact:** IReady Diagnostics increasing from BOY to EOY Checkpoints at Approaches and Meets **Staff Responsible for Monitoring:** Leadership team- MCLs, administrators, campus specialists **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Funding Sources:** - Title One School- Improvement - $115,000				

No Progress Accomplished Continue/Modify Discontinue

1010

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. **Root Cause**: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 33% to 41%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Students will make growth towards the MEETS percent **Staff Responsible for Monitoring:** MCLs, teachers, Admin. team **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				1011

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the % of students performing at the MEETS level on 5th Science STAAR will increase from 24% to 30%.

Evaluation Data Sources: STAAR Interim, Checkpoint Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Students will make growth towards the MEETS percent. **Staff Responsible for Monitoring:** MCLs, teachers, Amin. team **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1012

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-grade Reading STAAR will increase from 33% to 38%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details

Strategy 1: Implement a daily reading intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level.

Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment.

Staff Responsible for Monitoring: teachers, leadership team, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor the reading block and the daily schedule. Monitor that teachers are following the district pacing calendar.	teachers/ principal	weekly	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

Reviews

Formative			Summative
Oct	Jan	Mar	May
			1013

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions.

Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.

Staff Responsible for Monitoring: teachers, leadership team, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will analyze data after each assessment and form groups for reteach and intervention.	teachers/MCLs/ Leadership	weekly	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Achievement 1

1014

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Reading progress and Reading Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period.

Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability.

Staff Responsible for Monitoring: teachers, leadership, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitoring of student data folders including individual goals and progress. Monitor teachers meeting with students after each assessment.	teachers/ principal		

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

1015

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. **Root Cause**: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 18% for Kindergarten, 37% for 1st Grade, 27% for 2nd Grade, and 32% for 3rd Grade.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Implement a daily reading intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level.

Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment.

Staff Responsible for Monitoring: teachers, leadership team, MCLs

1016

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor daily schedule through walk through and that teachers are following the district pacing guide daily. Monitor small groups during blended learning time.	teachers/ principal		

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions.

Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.

Staff Responsible for Monitoring: teachers, leadership team, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.	teachers, principal		

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

1017

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. **Root Cause**: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Student panorama data will increase from 69% to 79%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Decrease in discipline issues and an increase in student's perception of belonging. **Staff Responsible for Monitoring:** teachers, leadership team and counselor, Communities in School				1018

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor implementation of Ilead lessons	principals	weekly	

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor.

Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students.

Staff Responsible for Monitoring: teachers, leadership team, counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor character education lessons and meet with the school counselor for feedback every 2 weeks	principal and counselor	bi-weekly	

Title I:
2.51
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Buddy West will implement a campus-wide Morning Meeting and Routine to strengthen relationships and build a positive classroom community (All K-5 classrooms start the day with a 5-10 minute Morning Meeting that has a greeting, share time, short community-building activity, and a positive message).

Strategy's Expected Result/Impact: Daily intentional relationship-building will foster stronger peer and teacher-student connections, making students feel more supported, valued, and safe at school, resulting in increased School Connectedness scores on Panorama.

Staff Responsible for Monitoring: leadership team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor the morning meetings and capture in the moment feedback	principals		

Title I:
2.51
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause**: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

1020

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student sense of belonging will increase from 60% to 70%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will intentionally build positive classroom communities by implementing daily relationship-building practices, including morning meetings, classroom circles, student check-ins, collaborative learning opportunities, and consistent recognition of student achievements to foster a safe, welcoming, and inclusive learning environment.				1021

Strategy's Expected Result/Impact: Increased sense of belonging, including confidence in self and increase motivation to continue to improve.

Staff Responsible for Monitoring: teachers, leadership team, counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	leadership team will monitor daily relationship building through the morning meetings, the Ilead lessons and duck of the month recognitions.	teachers and principal	weekly	

Title I:
2.51
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement a campus-wide student recognition system that celebrates academic growth, positive behavior, attendance, and individual achievements through classroom and campus celebrations, student conferences, family communication, recognition ceremonies, and other meaningful acknowledgments to foster student motivation, engagement, and a strong sense of belonging.

Strategy's Expected Result/Impact: Students will experience a stronger sense of belonging and connectedness to the school community, resulting in increased engagement, improved attendance, positive student behavior, and an increase in the Panorama Student Survey "Sense of Belonging" score from 60% to 70% by May 2027.

Staff Responsible for Monitoring: teachers, leadership team, and counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor the implementation of celebrations and recognitions being done with fidelity.	teachers and principal	every 9 weeks	

Title I:
2.51
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

1022

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause**: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93% to 96%

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Office staff will monitor student attendance and implement a Tiered Attendance Intervention System with Early Family Outreach.				1023

Strategy's Expected Result/Impact: Student attendance will improve through early identification of attendance concerns, timely family communication, and tiered interventions, resulting in increased Average Daily Attendance (ADA) and a reduction in chronic absenteeism.

Staff Responsible for Monitoring: office staff, Communities in School, admin. team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	every 9 weeks attendance will be monitored through office contacts and counselor/ principal contracts	office, principal, counselor	every 9 weeks and daily for students with excessive absences	

Title I:
2.51
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement a campus-wide attendance recognition program that celebrates individual students, classrooms, and grade levels for excellent and improved attendance through monthly celebrations, certificates, incentives, classroom competitions, and school-wide recognition to encourage consistent attendance and reinforce the importance of being present for learning.

Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs.

Staff Responsible for Monitoring: office staff, Communities in School, admin. team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor that celebrations and recognitions are done with fidelity	teachers and principal	every 9 weeks	

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1

1024

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause**: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

Board Goal 4: Classroom Excellence

Performance Objective 1: Campus leadership will collaborate with the blended learning team on teacher training, priority classroom identification, and full expansion of blended learning across all core classrooms.

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning and coaching opportunities for teachers to strengthen their understanding and implementation of blended learning practices. Campus leaders and the blended learning team will support teachers through training, modeling, classroom observations, and feedback cycles to increase effective use of blended learning tools and instructional strategies.				
Strategy's Expected Result/Impact: Teachers will increase their capacity to effectively integrate blended learning practices, resulting in increased student engagement, personalized learning opportunities, and improved academic outcomes through consistent implementation across core classrooms.				
Staff Responsible for Monitoring: blended learning team, leadership team				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor the coaching and PLC schedules to be done with fidelity. Schedule coaching cycles and give timely feedback. Document through Sibme	principal	weekly	

1025

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Develop a systematic implementation plan for expanding blended learning across core classrooms by identifying priority classrooms, monitoring implementation progress, analyzing student usage and performance data, and providing targeted support to ensure blended learning enhances student engagement and academic growth.

Strategy's Expected Result/Impact: Teachers will increase their capacity to effectively integrate blended learning practices, resulting in increased student engagement, personalized learning opportunities, and improved academic outcomes through consistent implementation across core classrooms.

Staff Responsible for Monitoring: blended learning team, leadership team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.	principal and MCLs	weekly	

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Organization 1

1026

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. **Root Cause**: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 4: Classroom Excellence

Performance Objective 2: All classrooms will demonstrate consistent integration of AVID strategies (WICOR) and structured student discourse resulting in increased academic rigor and improved student performance.

Evaluation Data Sources: classroom walkthroughs and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning and coaching to support teachers in effectively implementing AVID WICOR strategies and structured academic discourse routines. Campus leaders and Multi-Classroom Leaders will provide modeling, feedback, and support to ensure strategies are embedded consistently across all classrooms.				1027

Strategy's Expected Result/Impact: Teachers will increase their confidence and consistency in implementing AVID strategies and student discourse routines, resulting in increased student engagement and academic rigor.

Staff Responsible for Monitoring: leadership team, campus coaches, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.	MCLs, principal and AVID site coordinator	weekly	

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Monitor classroom implementation of AVID strategies and student discourse through walkthroughs, lesson plan reviews, PLC discussions, and student work analysis. Teachers will collaborate during PLCs to share effective practices and refine instructional strategies that increase student engagement, critical thinking, and academic rigor.

Strategy's Expected Result/Impact: Classrooms will demonstrate consistent use of AVID strategies and academic discourse practices, leading to improved student participation, critical thinking, and learning outcomes.

Staff Responsible for Monitoring: teachers, leadership team, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.	teachers, principal		

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Organization 1

1028

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. **Root Cause**: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead with fidelity.

Evaluation Data Sources: Observations, walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning and coaching to ensure teachers understand iLead expectations, instructional practices, and implementation procedures. Campus leaders and instructional support staff will provide modeling, feedback, and resources to support consistent classroom implementation.				
Strategy's Expected Result/Impact: Teachers will increase their understanding and confidence in implementing iLead practices consistently. **Staff Responsible for Monitoring:** leadership team, counselor, MCLs				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback	principal and counselor	weekly	

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1 - School Organization 1

1029

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Monitor iLead implementation through classroom walkthroughs, lesson plan reviews, PLC conversations, and feedback cycles to ensure consistent fidelity across all core classrooms and identify areas for additional support.

Strategy's Expected Result/Impact: All core classrooms will demonstrate consistent iLead implementation, resulting in improved instructional consistency and student learning experiences.

Staff Responsible for Monitoring: leadership team, MCLs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	support the teachers with Ilead feedback. monitor the implementation of the lessons.	principal and counselor	weekly	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

1030

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause**: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

School Organization

Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. **Root Cause**: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 5: Culture of Excellence

Performance Objective 2: Staff belonging and overall connectedness will increase from 79% to 89%.

Evaluation Data Sources: Panorama and staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement intentional staff engagement and recognition opportunities that celebrate staff contributions, accomplishments, and milestones through campus celebrations, appreciation events, and ongoing recognition. **Strategy's Expected Result/Impact:** Staff will feel valued and appreciated, resulting in increased morale, engagement, and connection to the campus community. **Staff Responsible for Monitoring:** leadership team, office staff				1031

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	celebrate teachers through attendance recognitions, teacher of the month and appreciation events.	office staff, PTA, and principal	monthly	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen staff collaboration and communication through regular opportunities for team building, shared decision-making, professional learning, and feedback to increase staff connection and sense of belonging. **Strategy's Expected Result/Impact:** Staff will experience stronger relationships, collaboration, and trust, resulting in increased staff belonging and overall campus connectedness. **Staff Responsible for Monitoring:** leadership team				

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause**: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

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Ector County Independent School District

Gale Pond Alamo Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

1033

Mission Statement

Through academic excellence and Project Based Learning, we will educate the learners of today, for their world of tomorrow.

Vision

Through high quality instruction, strong relationships, and expectations for excellence, the staff at GP Alamo will empower our students with the skills needed to be the leaders of tomorrow.

Value Statement

A strong academic foundation for students is created at home and school. All stakeholders are accountable to ensure that students have the best opportunity to learn and responsible for cultivating students' love of learning. Through a strong mutual respect teachers, staff, families and students will work together to provide student with skills they need for future success.

1034

“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.”

- Bob Beauprez

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By the end of the 2026-2027 school year, the percentage of students in grades 3-5 achieving Meets Grade Level on the STAAR Math assessment will increase from 47% to at least 55%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: IReady Reports
Checkpoints
HB1416 students
STAAR Interim Data
2027 STAAR

1036

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 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 **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 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 **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2				

No Progress Accomplished Continue/Modify Discontinue

1037

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Only 44% of Special Education students achieved Approaches Grade Level in Reading, Math, and Science, compared with 75%, 72%, and 75% of All Students, respectively. Performance gaps remain substantial at Meets, with only 19% of SPED students reaching Meets in Reading, 25% in Math, and 11% in Science. **Root Cause** : Inconsistent alignment of specially designed instruction, accommodations, and targeted interventions with rigorous grade-level Tier I instruction has contributed to persistent achievement gaps for Special Education students.
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. **Root Cause**: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.

Curriculum, Instruction, and Assessment
Problem Statement 1: Although 73% of campus tests reached Approaches Grade Level or above, only 46% reached Meets and 19% reached Masters. Mathematics academic growth was 65%, below the 2026 target of 69%. **Root Cause**: Tier I instruction does not consistently provide the depth, rigor, higher-level questioning, and application opportunities necessary to move students from minimum proficiency to Meets and Masters.
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. **Root Cause**: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By the end of the 2026-2027 school year, the percentage of students in grades 3-5 achieving Meets Grade Level on the STAAR Reading assessment will increase from 49% to at least 55%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: IReady Reports
Checkpoints
HB1416 students
STAAR Interim Data
2027 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 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 **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement 1039
Problem Statement 1: Only 44% of Special Education students achieved Approaches Grade Level in Reading, Math, and Science, compared with 75%, 72%, and 75% of All Students, respectively. Performance gaps remain substantial at Meets, with only 19% of SPED students reaching Meets in Reading, 25% in Math, and 11% in Science. **Root Cause** : Inconsistent alignment of specially designed instruction, accommodations, and targeted interventions with rigorous grade-level Tier I instruction has contributed to persistent achievement gaps for Special Education students.
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. **Root Cause**: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 73% of campus tests reached Approaches Grade Level or above, only 46% reached Meets and 19% reached Masters. Mathematics academic growth was 65%, below the 2026 target of 69%. **Root Cause**: Tier I instruction does not consistently provide the depth, rigor, higher-level questioning, and application opportunities necessary to move students from minimum proficiency to Meets and Masters.
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. **Root Cause**: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By the end of the 2026-2027 school year, the percentage of students in grade 5 achieving Meets Grade Level on the STAAR Science assessment will increase from 30% to at least 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: TEKS Ready Reports
Checkpoints
STAAR Interim Data
2027 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				1040

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

1041

Student Achievement
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. **Root Cause**: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 43% to 53%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: IReady
Checkpoints
STAAR Interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Administration, Classroom Teachers - 3rd Grade **Title I:** 2.51, 2.52, 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 **Problem Statements:** Curriculum, Instruction, and Assessment 2				1042

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement a rigorous Tier 1 writing curriculum to address student achievement of a score greater than "0" on the Extended Constructed Response question on STAAR assessments in 3rd - 5th grade. **Strategy's Expected Result/Impact:** Teacher will streamline their teaching of ECR responses so that as students move up, they will have a better understanding of how to effectively answer the ECR question of STAAR. **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Title One School-wide - $4,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1043

Curriculum, Instruction, and Assessment
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. **Root Cause**: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of Kinder-3rd grade students meeting their iReady stretch growth will be at least 50% across all grade levels.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Diagnostics
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I:** 2.51, 2.52, 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 **Problem Statements:** Curriculum, Instruction, and Assessment 2				1044

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classrooms will follow and implement SAXON phonics with fidelity in their daily instruction. **Strategy's Expected Result/Impact:** Students will develop foundational phonics skills, as well as letter recognition and letter / sound correspondence. **Staff Responsible for Monitoring:** Administration, Classroom teachers. **Title I:** 2.51, 2.52, 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 **Problem Statements:** Curriculum, Instruction, and Assessment 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment	1045
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. **Root Cause**: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.	

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness on Spring Panorama will increase from 76% to 86%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall / Spring Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students. **Strategy's Expected Result/Impact:** Students will feel connected to their school, classroom, and peers. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom Teachers. **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				1046

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. **Strategy's Expected Result/Impact:** Students will be exposed to effective SEL curriculum and be able to integrate it into their daily lives. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom teachers. **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By the end of 2027, Student daily attendance will increase from 95 to 97%

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Monthly Attendance evaluations, Magnet Contract Meetings, Truancy Efforts and contacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will provide Monthly attendance updates for all staff, students, and parents. **Strategy's Expected Result/Impact:** Increase awareness of campus wide attendance and the impact of not being at school regularly **Staff Responsible for Monitoring:** Administration, Clerk, Counselor, Classroom Teachers. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			1047
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will do a monthly grade level attendance reward. **Strategy's Expected Result/Impact:** Students will try to achieve good attendance and teachers will become stronger advocates for attendance because they want the attendance award. **Staff Responsible for Monitoring:** Administration, Clerk, Classroom teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 6% of our students are chronically tardy, having more than 30 tardies for the school year. **Root Cause**: Inconsistent family routines and limited understanding of the academic impact of tardiness contribute to students arriving after the instructional day has begun.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, campus discipline referrals will decrease by 15%. (52 to 44)

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Referral Reports, Magnet Contract Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership will develop a behavior / referral flow chart for teachers to use when discipline needs arise. **Strategy's Expected Result/Impact:** Teachers will be able to address behavior in class rather than students needing to be removed from instruction. **Staff Responsible for Monitoring:** Classroom Teachers, Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

1048

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of 2027, all of our classroom teachers will be trained by the New Tech Network to support our work in Project Based Learning.

Evaluation Data Sources: Training calendars and agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All NEW teachers will receive foundational PBL training through the New Tech Network. **Strategy's Expected Result/Impact:** Teachers across the campus and grade levels will be able to implement strong PBL projects throughout the year. **Staff Responsible for Monitoring:** Administration, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- 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:** Demographics 2 - Student Achievement 2 - School Culture and Climate 1				1049

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: By May 2027, 100% of our PBL trained teachers will utilize NTN blueprint with fidelity to plan grade level projects. **Strategy's Expected Result/Impact:** Teachers will have access to an AI platform that ties directly to our work in PBL that allows them to plan strong projects with strong TEKS correlation. **Staff Responsible for Monitoring:** Administration, Classroom teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 17% of our teachers are new to the campus and do not have any PBL training. **Root Cause**: Recent staff turnover has resulted in new personnel who have not yet received foundational PBL training, leading to inconsistencies in campus-wide PBL implementation.

Student Achievement

Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. **Root Cause**: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.

School Culture and Climate

Problem Statement 1: New and returning staff require additional training in Project Based Learning, accessing district curriculum documents, and effectively supporting students with visual impairments. **Root Cause**: Staff turnover and the addition of educators who are new to the campus or district have created gaps in knowledge of campus instructional systems, PBL expectations, district resources, and specialized practices needed to meet the needs of all students.

1050

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of uncertified teacher at GP Alamo will go from 18% to 9%. (4 to 2 uncertified teachers)

Evaluation Data Sources: HR, Teacher Report, Certification tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Quarterly check ins with teachers who are not fully certified to get progress updates on scheduling their certification tests. **Strategy's Expected Result/Impact:** Teachers will feel confident to challenge the test to move towards full certification. **Staff Responsible for Monitoring:** Uncertified Teachers, Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1051

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Share testing opportunities and district testing information to uncertified teachers so they will participate in practice tests. **Strategy's Expected Result/Impact:** Increase confidence in testing **Staff Responsible for Monitoring:** Uncertified teachers, Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of all staff will complete 100% of their Safe Schools courses.

Evaluation Data Sources: Safe Schools Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Share monthly reports with staff on their completion rates for Safe Schools Training Modules. **Strategy's Expected Result/Impact:** Encourage teachers to complete safe school modules. **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline. **Strategy's Expected Result/Impact:** Encourage teachers to stay up on Safe School Modules. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1052

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, our percent of chronically absent students will go from 7% to 4%.

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly attendance messages will be sent home to students who have been absent 10% of the days of the current school year. **Strategy's Expected Result/Impact:** Parents and students will be aware of their rate of absenteeism. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Clerk **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Notify families of students who were chronically absent in 2025-2026 of their attendance for last school year to encourage better attendance this year. **Strategy's Expected Result/Impact:** Families of students who have already been identified as chronically absent will strive to improve their students attendance for the current school year. **Staff Responsible for Monitoring:** Administration, Clerk **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 6% of our students are chronically tardy, having more than 30 tardies for the school year. **Root Cause**: Inconsistent family routines and limited understanding of the academic impact of tardiness contribute to students arriving after the instructional day has begun.

Ector County Independent School District

Goliad Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

1054

Mission Statement

Goliad Elementary is committed to preparing all students for college and life by delivering rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

Value Statement

- **Humanity.** We ensure all children feel safe, loved, and valued.
- **Perseverance.** We embrace our mistakes and encourage one another to work through challenges; we grow from success and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning. 1055
- **Creativity.** We cultivate a learning environment where ideas come to life and imagination runs wild.
- **Accountability.** We take responsibility for our actions and decisions.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of 3rd-5th grade students achieving the Meets Grade Level standard in Reading on the STAAR assessment will increase from 35% to 40%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: - District Checkpoint Assessments
- i-Ready Reading Diagnostic (BOY, MOY, EOY)
- STAAR Reading Results
- STAAR Interim Assessments

1057

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 **Funding Sources:** Opportunity Culture stipends - Title One School- Improvement - $87,000				1058

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom teachers and instructional specialists will provide systematic, data-driven intervention and acceleration for students identified as At-Risk students through a daily campus-wide MTSS intervention block. Instruction will be based on Checkpoints, i-Ready, Interim Assessments, classroom formative assessments, and student work analysis. Students will receive targeted small-group instruction utilizing district-approved resources, including HMH Into Reading, i-Ready Personalized Instruction, Read 180, guided reading, and teacher-created interventions aligned to the TEKS. Intervention groups will be monitored and adjusted regularly through the Data-Driven Instruction (DDI) process and weekly PLCs to ensure students receive timely support and acceleration. **Strategy's Expected Result/Impact:** Students will demonstrate accelerated growth in foundational literacy skills and grade-level reading comprehension. Students identified as At-Risk will close learning gaps through targeted intervention and timely instructional adjustments. Increased percentages of students will meet or exceed grade-level expectations on Checkpoints, Interim Assessments, i-Ready Diagnostics, and the STAAR Reading assessment. Student growth will improve across all subpopulations, including Emergent Bilingual, Special Education, and At-Risk students. The percentage of students achieving the Meets and Masters Grade Level standards in Reading will increase. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist Dyslexia Teacher Classroom Teachers Special Education Teacher **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1059

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use student data folders to monitor i-Ready Reading and Reading Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. **Strategy's Expected Result/Impact:** Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

1060

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause**: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of 3rd - 5th students achieving the Meets Grade Level standard on the STAAR Mathematics assessment will increase from 27% to 32%, and the percentage of students achieving the Masters Grade Level standard will increase from 10% to 15% through the implementation of rigorous Tier I instruction, the ECISD Math Framework, data-driven instructional planning, targeted intervention, and the Opportunity Culture coaching model.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: District Checkpoint Assessments
STAAR Interim Assessments
STAAR Mathematics Results
i-Ready Mathematics Diagnostic (BOY, MOY, EOY)
i-Ready Growth Reports

1061

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Math Specialist **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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				1062

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 teachers will provide targeted mathematics intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD Math Framework. **Strategy's Expected Result/Impact:** Students identified as At-Risk and below grade level will demonstrate accelerated growth and increased mastery of prerequisite and grade-level TEKS, reducing achievement gaps. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Math Specialist Special Education Teacher Classroom Teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1063

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use student data folders to monitor i-Ready Math and Math Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. **Strategy's Expected Result/Impact:** Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Math Specialist Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

1064

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause**: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. **Root Cause**: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on STAAR Science will increase from 11% to at least 16%

Evaluation Data Sources: District Checkpoint Assessments
STAAR Interim Assessments
STAAR Science Results
TEKS Ready Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Math and Reading Specialist Science Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				1065

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership and instructional support staff will strengthen K-5 Tier I science instruction through TEKS-aligned lesson internalization, hands-on learning, academic vocabulary, student discourse, and frequent opportunities for students to apply content through rigorous, STAAR-aligned tasks. **Strategy's Expected Result/Impact:** Increased student mastery of science TEKS, academic vocabulary, conceptual understanding, and application of scientific reasoning, resulting in increased performance on formative assessments, Checkpoints, Interim Assessments, and STAAR Science. **Staff Responsible for Monitoring:** Principal Assistant Principal Science Teachers MCLs MTRTs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				1066

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use student data folders to monitor TEKS Ready assessment and Science Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. **Strategy's Expected Result/Impact:** Increased student ownership of learning and improved science achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1067

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. **Root Cause**: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 32 % to 37%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: i-Ready Reading BOY, MOY, and EOY Diagnostic results
i-Ready Typical Growth and Stretch Growth reports
i-Ready Personalized Instruction reports
District Reading Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3 teachers will utilize i-Ready diagnostic and progress-monitoring data during PLCs to identify skill gaps, plan differentiated small-group instruction, and provide targeted reading intervention aligned to individual student needs. **Strategy's Expected Result/Impact:** Increased student growth in foundational literacy and comprehension skills, resulting in a higher percentage of K-3 students meeting or exceeding their i-Ready Reading growth goals. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist K-3 Teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				1068

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased percentage of students meeting their Reading goal in i-Ready Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title One School-wide - $1,000				1069

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

Curriculum, Instruction, and Assessment

Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning.
Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

1070

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 13% to 18%.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Grade 3 STAAR Reading
STAAR Interim Assessments
District Reading Checkpoints;
i-Ready Reading BOY, MOY, and EOY Diagnostics
TELPAS data for Emergent Bilingual students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 teachers will implement a daily reading intervention and enrichment block using flexible, data-driven student groupings and targeted, evidence-based instruction to address identified skill gaps and provide acceleration and enrichment for students demonstrating grade-level mastery. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention and closing gaps through timely, targeted acceleration and enrichment based on individual student needs. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist K-3 Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1071

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1				1072

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause**: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

Curriculum, Instruction, and Assessment

Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning.
Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

1073

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027. School Connectedness Student Panorama data will increase from 73% to 78%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 teachers will implement the iLead SEL curriculum weekly to strengthen positive relationships, self-management, responsible decision-making, and skills that support college, career, and military readiness. **Strategy's Expected Result/Impact:** Students will demonstrate increased social-emotional competencies, positive relationships, responsible decision-making, and behaviors that support academic success and future CCMR readiness. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				1074

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The counselor will provide monthly 45-minute character education lessons to K-5 students focused on developing responsibility, perseverance, communication, collaboration, decision-making, and other skills that support academic success and future college, career, and military readiness. **Strategy's Expected Result/Impact:** Students will demonstrate improved character, responsible decision-making, positive relationships, and behaviors that support academic engagement and future readiness. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

1075

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Family and Community Engagement
Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause**: With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, School Connectedness Panorama not-favorable responses will decrease from 9% to 4%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and staff will implement intentional relationship-building practices, including daily greetings, morning meetings, student check-ins, and positive recognition, to ensure students feel known, valued, and connected to the school community. **Strategy's Expected Result/Impact:** Increased student sense of belonging and positive relationships with adults and peers, resulting in a decrease in not-favorable School Connectedness responses from 9% to 4%. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				1076

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through the Ron Clark House System, students in grades 3-5 will participate in regular house meetings that build confidence, strengthen communication skills, and promote active listening. These meetings will provide structured opportunities for students to express their voice, engage in respectful dialogue, and encourage and support their peers. **Strategy's Expected Result/Impact:** House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor House leaders **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

1077

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 92.8% to 95% by the end of 2026-2027 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance Committee will review attendance data monthly to identify students at risk for chronic absenteeism and implement timely interventions. The committee will collaborate with staff and families to address attendance barriers, document interventions, and monitor individual, grade-level, and campus progress toward the 95% attendance goal. **Strategy's Expected Result/Impact:** Earlier identification and intervention will reduce chronic absenteeism, strengthen family-school communication, and increase overall student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal Counselor Attendance Committee **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - Local - $500				1078

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a schoolwide attendance recognition program that celebrates both excellent and improved attendance. Students, classrooms, and grade levels will be recognized through weekly attendance competitions, nine-week student recognition, certificates, incentives, and celebrations to promote consistent attendance and reinforce the importance of being present and engaged in learning. **Strategy's Expected Result/Impact:** Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. **Staff Responsible for Monitoring:** Principal, Assistant Principal Counselor CIS Attendance Committee **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

1079

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 15 to 7 by the end of the 2026-2027 school year

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Disciplinary referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 staff will consistently implement the campuswide behavior framework (Emergent Tree) and explicitly teach, model, reinforce, and recognize positive student behaviors aligned with campus expectations: Be Safe, Be Respectful, and Be Responsible. **Strategy's Expected Result/Impact:** Increased positive student behavior and consistent implementation of behavioral expectations, resulting in fewer office referrals and exclusionary disciplinary consequences. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Classroom Teachers Behavior Systems Team (Emergent tree) **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1				1080

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus discipline data will be reviewed regularly to identify trends, students needing additional support, and opportunities for early intervention. Students requiring additional support will receive interventions based on identified needs, including check-in/check-out, behavior goal setting, restorative conversations, counseling/support services, parent conferences, mentoring, and individualized behavior plans when appropriate. **Strategy's Expected Result/Impact:** A reduction in repeated discipline referrals and exclusionary disciplinary infractions through early identification and targeted behavioral interventions. Students will demonstrate improved behavior, increased school connectedness, and greater time engaged in classroom instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Behavior Systems Team (Emergent tree) Classroom teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1				1081

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause**: With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

1082

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027, 100% of classrooms will implement high-yield instructional strategies, including AVID WICOR-aligned practices - Writing, Inquiry, Collaboration, Organization, and Reading -, across core content areas.

Evaluation Data Sources: Walkthroughs
Lesson plans
Student work samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will intentionally incorporate AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading--into core content instruction to increase student engagement, academic discourse, critical thinking, and ownership of learning. **Strategy's Expected Result/Impact:** Increased student engagement and rigor through consistent use of high-yield instructional practices, resulting in improved student mastery of grade-level TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist AVID Team **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1083

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs, MTRTs, specialists, and administrators will support and monitor implementation of high-yield instructional strategies through PLCs, lesson internalization, modeling, co-teaching, walkthroughs, and observation-feedback cycles. **Strategy's Expected Result/Impact:** 100% of classrooms will demonstrate consistent implementation of high-yield instructional strategies, including WICOR-aligned practices - Writing, Inquiry, Collaboration, Organization, and Reading -, as evidenced by lesson plans, walkthroughs, observations, and student work. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist **Title I:** 2.51, 2.52 **- 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 5: Effective Instruction **Problem Statements:** School Organization 1				1084

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. **Root Cause**: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. **Root Cause**: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Goliad will maintain teacher retention at 80% or higher.

Evaluation Data Sources: Teacher retention data
Staffing reports
Staff feedback
Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad Leadership will provide ongoing coaching, mentoring, and professional learning through MCLs, MTRTs, specialists, and administrators to strengthen teacher capacity, address individual needs, and provide opportunities for professional growth and leadership. **Strategy's Expected Result/Impact:** Teachers will report increased instructional confidence, professional support, and opportunities for growth, contributing to improved teacher effectiveness and retention of 80% or higher. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist. **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 1				1085

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will strengthen a positive and supportive campus culture through staff recognition, celebrations, team-building opportunities, regular communication, and intentional opportunities for teacher voice and feedback. **Strategy's Expected Result/Impact:** Increased teacher belonging, engagement, and job satisfaction, resulting in a positive campus culture and teacher retention of 80% or higher. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.51, 2.52 **- 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, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1086

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Goliad Elementary continues to recruit and retain quality educators; however, the campus has teachers with varying levels of certification, experience, and instructional expertise. Continued efforts are needed to recruit, develop, and retain highly effective educators to ensure consistent implementation of high-quality Tier I instruction and improved student achievement. **Root Cause**: The limited pool of certified teacher candidates, particularly in bilingual and high-need certification areas, combined with the need to develop educators with varying levels of experience, requires the campus to strengthen recruitment, onboarding, mentoring, instructional coaching, and retention systems to maintain a highly effective workforce.
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. **Root Cause**: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 90% of grade-level PLCs will demonstrate consistent implementation of the ECISD PLC and Data-Driven Instruction (DDI) processes, including lesson internalization, analysis of student work and assessment data, identification of learning gaps, and development of targeted reteach and enrichment plans, as measured by PLC documentation and administrative monitoring.

Evaluation Data Sources: PLC agendas and documentation
DDI planning documents
Student work samples
Checkpoint and formative assessment data
Lesson plans
Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will conduct weekly grade-level PLCs focused on lesson internalization, TEKS alignment, student work analysis, formative and summative assessment data, and targeted reteach and enrichment planning. MCLs, MTRTs, specialists, and administrators will provide instructional support and monitor implementation of PLC action steps. **Strategy's Expected Result/Impact:** Teachers will consistently use collaborative planning and student data to make instructional decisions, resulting in stronger Tier I instruction, timely reteach and enrichment, and increased student mastery of grade-level TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				1087

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause**: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.
Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. **Root Cause**: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. **Root Cause**: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

1088

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of K-5 students will have regular opportunities to participate in moderate-to-vigorous physical activity through scheduled physical education, daily recess, and campus wellness activities, with participation and available fitness data reviewed at least twice annually to support student wellness, attendance, and readiness to learn.

Evaluation Data Sources: PE participation records
3-5 FitnessGram assessment data
Campus wellness documentation
Master Schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will provide students with regularly scheduled physical education and daily recess to promote moderate-to-vigorous physical activity, physical fitness, healthy habits, and readiness to learn. **Strategy's Expected Result/Impact:** Students will participate in daily physical activity and develop healthy habits that support physical wellness, engagement, attendance, and academic readiness. **Staff Responsible for Monitoring:** Principal Assistant Principal PE Teacher PE aide Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1 - School Culture and Climate 1				1089

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership and the PE teacher will review available student fitness, attendance, participation, and wellness data to identify needs and plan activities and health-education opportunities that promote physical activity and healthy choices. **Strategy's Expected Result/Impact:** Campus wellness decisions will be informed by student fitness, participation, and attendance data, increasing student awareness of healthy behaviors and providing consistent opportunities for physical activity. **Staff Responsible for Monitoring:** Principal Assistant Principal PE Teacher PE aide Classroom Teachers Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus leadership and the PE teacher will review available student fitness, attendance, participation, and wellness data to identify needs and plan activities and health-education opportunities that promote physical activity and healthy choices. **Strategy's Expected Result/Impact:** Campus wellness decisions will be informed by student fitness, participation, and attendance data, increasing student awareness of healthy behaviors and providing consistent opportunities for physical activity. **Staff Responsible for Monitoring:** Principal Assistant Principal PE Teacher PE aide Classroom Teachers Counselor				1090

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

Student Achievement

Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause**: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

School Culture and Climate

Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

1091

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 56% to 61%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct daily morning meetings to strengthen classroom community, nurture positive relationships, and establish a positive tone for learning. Each meeting will include a personal greeting, opportunities for sharing, a collaborative activity, and a brief discussion of daily goals and expectations. **Strategy's Expected Result/Impact:** To foster stronger teacher-student and peer relationships, teachers will implement consistent morning meetings to create a more positive classroom climate and enhance student engagement and readiness to learn. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1092

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will foster a positive school climate by implementing intentional Social-Emotional Learning (SEL) practices , I -Lead lessons every week. **Strategy's Expected Result/Impact:** Increase in Panorama Climate data **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Goliad will implement a campuswide digital citizenship and device-care system that explicitly teaches students expectations for responsible use and care of Chromebooks and iPads. Teachers and staff will reinforce digital citizenship and device-care expectations, document intentional or repeated damage, communicate concerns with families, and monitor students with repeated incidents. **Strategy's Expected Result/Impact:** Students will demonstrate greater responsibility for school-issued technology, resulting in fewer incidents of intentional device damage, less instructional time lost to damaged devices, and increased access to technology for instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Technology 1				1093

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Technology

Problem Statement 1: Intentional damage to Chromebooks by some students has become a recurring issue, resulting in lost instructional time, increased repair costs, and reduced access to essential learning tools across the campus. **Root Cause**: A lack of consistent accountability at home, including limited parental involvement in reinforcing consequences for destructive behavior, combined with inconsistent implementation of campuswide expectations, student instruction, documentation, and accountability procedures for responsible device care, contributes to incidents of intentional damage to school-issued Chromebooks.

1094

Board Goal 5: Culture of Excellence

Performance Objective 2: Students' Sense of Belonging Panorama Data will increase from 63% to 68%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement consistent relationship-building practices, including morning meetings, student check-ins, positive recognition, and opportunities for student voice to strengthen students' sense of connection and belonging. **Strategy's Expected Result/Impact:** Students will report stronger relationships with adults and peers and an increased sense of being valued, supported, and connected to the Goliad school community. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal Counselor **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				1095

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards). **Strategy's Expected Result/Impact:** Promote positive character development. Strengthen a school culture rooted in respect and responsibility. Encourage students to consistently model and recognize good character in others. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements: 1096

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. **Root Cause**: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause**: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 5: Culture of Excellence

Performance Objective 3: Goliad will offer multiple opportunities for parents to be involved in students' learning. Students will maintain data folders that track academic progress and goals, which will be intentionally used during teacher-parent conferences to support data-informed discussions and ensure parents clearly understand their child's performance, growth, and next steps.

Evaluation Data Sources: Parent sign-in sheets
Panorama survey
Data folders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be invited to a reading night to learn strategies to support their students at home **Strategy's Expected Result/Impact:** Principal Assistant Principal Reading and Math Specialist Counselor CIS **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** - Title One School-wide - $1,000				1097

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parents will be invited to a math night to learn strategies to support their students at home **Strategy's Expected Result/Impact:** Parent involvement Student Engagement **Staff Responsible for Monitoring:** Principal Assistant Principal Math Specialist Counselor CIS **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** - Title One School-wide - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause**: With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

1098

Ector County Independent School District

Gonzales Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1099

Mission Statement

At Gonzales Elementary, we ignite curiosity and inspire a lifelong love of learning. In our caring school family, every child is known by name, valued for who they are, and supported to grow into confident, kind, and respectful individuals ready to make a difference.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 37% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1				

1102

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, Do the Math, iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				1103

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause**: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause**: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

1104

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% to 45%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 2 **Funding Sources:** MCL (2) - Title One School-wide - $30,000				1105

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				1106

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause**: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause**: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

1107

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

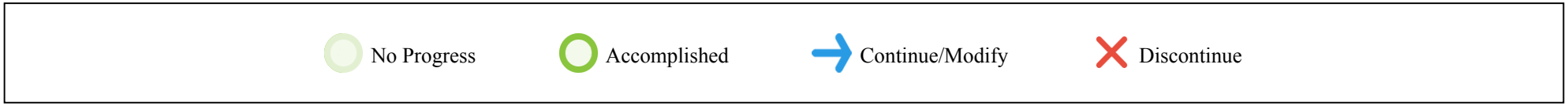
Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 27% to 35%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Checkpoint Data, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				1108

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady progress and Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



1109

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 28% to 35%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				1110

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Reach Associates - Title One School-wide - $66,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				1111

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause**: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

1112

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 22% for Kindergarten, 40% for 1st Grade, 31% for 2nd Grade, and 37% for 3rd Grade.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				1113

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Tea, **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause**: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause**: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

1114

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Student panorama data will increase from 87% to 90%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Decrease in discipline issues and an increase in student's perception of belonging. **Staff Responsible for Monitoring:** Administration and counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				1115

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. **Strategy's Expected Result/Impact:** Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. **Staff Responsible for Monitoring:** Administration and Counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. **Strategy's Expected Result/Impact:** Increased confidence in self and increase motivation to continue to improve. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1116

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student sense of belonging will increase from 81% to 85%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. **Strategy's Expected Result/Impact:** Increased confidence in self and increase motivation to continue to improve. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				1117

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. **Strategy's Expected Result/Impact:** When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93.9% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. **Strategy's Expected Result/Impact:** Increase parental awareness of the importance of attendance and increased daily attendance. **Staff Responsible for Monitoring:** Administration, Counselor, COC, Attendance Clerk **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				1118

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged at each awards ceremony. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. **Strategy's Expected Result/Impact:** Increased motivation for school attendance and increased parent engagement in attendance needs. **Staff Responsible for Monitoring:** All staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: In 25-26, student attendance was at 93.9% across K-5th. **Root Cause**: Inconsistent enforcement and follow-through in prior years contributed to parent perceptions that minimize the urgency of regular attendance.

1119

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 18% to 16%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of Emergent Tree Tier 1 across all campus classrooms during the 26-27 school year including Skill Building, Reach and Respond, and Feedback Boards. **Strategy's Expected Result/Impact:** Increase staff/student comprehension of expectations, acknowledgement of rules and increased consistency in all areas of campus. **Staff Responsible for Monitoring:** All staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				1120

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Begin implementation of Emergent Tree Tier 2 Interventions across pilot team. **Strategy's Expected Result/Impact:** Shared understanding of instructional approach to behavior and organized behavioral practices. **Staff Responsible for Monitoring:** All staff and Tier 2 team **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained a minimum of 2x each semester on blended learning practices. **Strategy's Expected Result/Impact:** Strengthen campus understanding and implementation of blended learning. **Staff Responsible for Monitoring:** Administration and Blended Learning **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:** School Culture and Climate 1				1121

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Core teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. **Strategy's Expected Result/Impact:** Increase student outcomes and ownership. Increase in purposeful planning and differentiation as evidenced during walkthroughs and planning. **Staff Responsible for Monitoring:** Administration and Blended Learning **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 Achievement 1, 2 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause**: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause**: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.
School Culture and Climate
Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. **Root Cause**: Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

1122

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classrooms consistently implementing AVID WICOR and structured student discourse will increase from not measured to 90%.

Evaluation Data Sources: Classroom walkthroughs and observations, AVID evidence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership will provide ongoing professional development on AVID strategies (WICOR) and structured discourse protocols (Socratic seminar, Costa's levels of questioning, collaborative structures) during PLCs to build teacher capacity for embedding rigor and discourse into daily instruction. **Strategy's Expected Result/Impact:** Increased student outcomes **Staff Responsible for Monitoring:** All staff **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 Achievement 1, 2 - School Culture and Climate 1				1123

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in peer observation and grade-level collaboration to share AVID strategies and discourse techniques that are working in their classrooms, building a campus-wide culture of shared practice and continuous refinement of rigor and student engagement. **Strategy's Expected Result/Impact:** Increased confidence in practice **Staff Responsible for Monitoring:** Administration and Leadership team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause**: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause**: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.
School Culture and Climate
Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. **Root Cause**: Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

1124

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of priority teachers will participate in documented observation and feedback coaching cycles by an MCL. At least 90% will demonstrate implementation of their identified action steps, as measured through coaching records and walkthrough data.

Evaluation Data Sources: Walkthrough data, Sibme notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: By May of 2027, 100% of MCl's will attend a minimum of 3 trainings facilitated by Darryl Williams. **Strategy's Expected Result/Impact:** Increase in instructional coaching effectiveness leading to an increase in student outcomes. **Staff Responsible for Monitoring:** Administration and Opportunity Culture staff **Title I:** 2.51, 2.52 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture Program - Title One School-wide - $56,834				1125

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: By May 2027, 100% of staff will attend a minimum of 3 principal communication sessions regarding Opportunity Culture. **Strategy's Expected Result/Impact:** Increase in awareness and knowledge of Opportunity Culture program. **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead a minimum of 20 minutes weekly.

Evaluation Data Sources: Observations and check-ins, master schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. **Strategy's Expected Result/Impact:** Students will feel more connected and develop essential life skills. **Staff Responsible for Monitoring:** Counselor and Administration **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each grading period, the campus counselor will complete brief, check-ins with staff to track iLead implementation. **Strategy's Expected Result/Impact:** Students will feel more connected and develop essential skills. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2027, 100% of students will participate in at least 20 minutes of daily recess and the required weekly physical education minutes, as measured by master schedules and campus walkthroughs.

Evaluation Data Sources: Master schedule and campus walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administration will build and monitor a master schedule that embeds 20 minutes of daily recess and the state-required weekly PE minutes for every grade level **Strategy's Expected Result/Impact:** Increase in student health and activity levels **Staff Responsible for Monitoring:** Administration and PE **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will host an annual Field Day event engaging students in structured physical activities while also boosting parent engagement. **Strategy's Expected Result/Impact:** Student increased positive perceptions surrounding physical fitness. **Staff Responsible for Monitoring:** Administration and PE **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community, establishing baseline data to inform future engagement goals.

Evaluation Data Sources: Title I parent survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. **Strategy's Expected Result/Impact:** Increase in parent perceptions and feeling welcome on campus **Staff Responsible for Monitoring:** Administration **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions. **Strategy's Expected Result/Impact:** Parents will be more informed of student progress. **Staff Responsible for Monitoring:** Grade level leaders and administration **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Hays Magnet Academic Academy

2026-2027 Board Goals/Performance Objectives/Strategies

1129

Public Presentation Date: September 8, 2026

Mission Statement

The mission of **Hays STEAM Academy** is to develop scholars who **SHINE—Scholars with Honor, Integrity, and Never-ending Enthusiasm**. Through rigorous academics, innovation, collaboration, and a supportive learning environment, we empower every scholar to think critically, solve problems creatively, and become lifelong learners who positively impact their community.

Vision

Hays STEAM Academy envisions a future where every scholar achieves academic excellence while developing the character, confidence, and leadership skills necessary for success in college, career, and life. Through meaningful partnerships among the school, families, and community, we will cultivate an engaging STEAM, RBL, and AVID learning environment that inspires curiosity, innovation, and continuous growth.

Our vision reflects the collective aspirations of our campus community by ensuring:

- High levels of academic achievement for every scholar.
- Equitable access to rigorous, engaging, and innovative learning experiences.
- A culture of honor, integrity, collaboration, and lifelong learning.
- Strong partnerships among the school, families, and community.
- Preparation of scholars to become responsible leaders and productive citizens in an ever-changing world.

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Value Statement

At Hays STEAM Academy, our decisions and actions are guided by the following core values:

- **Scholar-Centered Excellence** – Every decision is made with the best interests and success of scholars in mind.
- **Honor and Integrity** – We model honesty, responsibility, respect, and ethical behavior in all we do.
- **High Expectations for All** – We believe every scholar can achieve at high levels when provided rigorous instruction, meaningful support, and opportunities to grow.
- **Innovation and Creativity** – We embrace STEAM education, critical thinking, collaboration, and problem-solving to prepare scholars for the future.
- **Growth Mindset** – We believe mistakes are opportunities to learn, perseverance leads to success, and continuous improvement is everyone's responsibility.
- **Collaboration and Community** – Strong partnerships among educators, families, and the community are essential to student achievement.
- **Equity and Belonging** – Every scholar deserves access to high-quality learning experiences in a safe, inclusive, and supportive environment.
- **Leadership Through Service** – We inspire scholars and staff to lead with empathy, accountability, and a commitment to making a positive difference.

The SHINE Values

Our school culture is grounded in the SHINE philosophy:

- **S – Scholars:** We are lifelong learners who strive for academic excellence.
- **H – Honor:** We demonstrate respect, responsibility, and compassion toward others.
- **I – Integrity:** We make ethical choices and take ownership of our actions.
- **N – Never-ending Enthusiasm:** We approach learning with curiosity, resilience, and a positive attitude.

- **E – Excellence:** We commit to continuous growth and giving our best every day.

Together, our mission, vision, and values foster a culture where every scholar is empowered to **SHINE** academically, socially, and emotionally while preparing for success in college, career, and life.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students achieving Meets Grade Level or above on STAAR Mathematics will increase in each tested grade: Grade 3 from 61% to 64%, Grade 4 from 66% to 69%, and Grade 5 from 75% to 78%, as measured by Spring 2027 STAAR results. Bilingual student performance will increase from 53% to 56% in Grade 3; from 63% to 66% in Grade 4; and from 82% to 85% in Grade 5.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Math results; District Checkpoints; i-Ready Diagnostic and Growth Reports; Classroom Formative Assessments; PLC/Data Meeting Agendas and Minutes; Walkthrough Observation Data; Intervention Progress Monitoring; Student data trackers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement high-quality Tier I mathematics instruction through collaborative planning, blended learning, and data-driven instructional practices to ensure mastery of grade-level TEKS. **Strategy's Expected Result/Impact:** An increasing percentage of students demonstrate mastery of priority Math TEKS across assessment cycles, meet or exceed i-Ready growth targets, and move from below grade level toward Meets-level performance, with particular attention to identified student groups. **Staff Responsible for Monitoring:** Principal; AP; Grade Team Leads; Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 3 **Funding Sources:** Before/After school tutoring - Title One School-wide - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide targeted intervention and enrichment based on ongoing formative assessment data to accelerate student growth toward the Meets Grade Level standard. Title I, Part A funds will support supplemental, TEKS-aligned take-home math kits containing manipulatives, math games, problem-solving activities, bilingual family directions, and student recording materials for identified students. **Strategy's Expected Result/Impact:** Progress will be monitored through district assessment data, i-Ready growth, formative assessments, student work, intervention progress monitoring, PLC documentation, and classroom walkthroughs. Success will be demonstrated by increased mastery of priority Math TEKS, increased student growth, improved performance toward Meets Grade Level, and reduced achievement gaps among student groups. Students will receive targeted practice at school and home, resulting in increased skill mastery and progress toward the Meets Grade Level standard. **Staff Responsible for Monitoring:** Principal; AP; Grade Team Leads; Classroom Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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:** Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 **Funding Sources:** Take-home Math Kits - Title One School-wide - $5,000				1134

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Strengthen mathematical conceptual understanding among Hispanic and White student groups **Root Cause**: Although overall student achievement remains high, instructional practices are not consistently differentiated to accelerate learning for every student, particularly those performing just below the Meets and Masters performance levels.

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause**: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students achieving Meets Grade Level or above on STAAR Reading Language Arts will increase from 81% to 84% in Grade 3, from 74% to 77% in Grade 4, and from 93% to 94% in Grade 5, as measured by Spring 2027 STAAR RLA results. Bilingual student performance will increase from 50% to 53% in Grade 3, from 60% to 63% in Grade 4, and from 82% to 85% in Grade 5.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR Reading Language Arts results; District Checkpoints; i-Ready Diagnostic and Growth Reports; Classroom Formative Assessments; PLC/ Data Meeting Agendas and Minutes; Walkthrough Observation Data; Intervention Progress Monitoring; Student data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a comprehensive literacy framework that strengthens reading comprehension, academic vocabulary, written response, and student discourse through authentic reading and writing experiences. **Strategy's Expected Result/Impact:** District assessments, formative assessments, student written responses, i-Ready data, EB progress monitoring, walkthroughs, and PLC documentation will demonstrate increasing mastery of priority RLA TEKS and improved performance toward Meets Grade Level or above. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 4 - Curriculum, Instruction, and Assessment 2				

1136

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop students' ownership of literacy learning through personalized goal setting, blended learning, and differentiated reading instruction. **Strategy's Expected Result/Impact:** i-Ready, mCLASS/running records, intervention progress monitoring, small-group data, EB progress monitoring, and district assessments will demonstrate measurable reading growth, reduced numbers of students below grade level, and narrowing achievement gaps among identified student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1137

Student Achievement
Problem Statement 2: Student achievement data indicate a need to increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics and Science, with achievement gaps evident among identified student groups, including Emergent Bilingual students. **Root Cause**: Inconsistent implementation of differentiated, data-driven Tier I mathematics instruction and targeted intervention has limited the campus's ability to consistently address individual learning gaps, particularly the academic language, conceptual understanding, and problem-solving needs of Emergent Bilingual students.
Problem Statement 4: Student achievement data indicate a need to increase the percentage of Emergent Bilingual students achieving Meets Grade Level or above on STAAR Reading Language Arts, with achievement gaps evident between Emergent Bilingual students and overall campus performance across tested grade levels. **Root Cause**: Inconsistent implementation of differentiated literacy instruction, academic language development, and targeted intervention has limited the campus's ability to consistently address the reading comprehension, vocabulary, written response, and language-development needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on the STAAR Science assessment will increase from 40% in Spring 2026 to at least 45% in Spring 2027. Current & Monitored Emergent Bilingual students will increase from 27% to at least 32%, as measured by the Spring 2027 STAAR Science assessment.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Digital-resource usage reports, student work samples, science journals, walkthrough data, formative assessments, district checkpoints, kit distribution records, and STAAR Science results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement inquiry-based science instruction through hands-on investigations, engineering design challenges, and real-world problem-solving experiences to deepen scientific understanding and application of the Grade 5 Science TEKS. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, scientific reasoning, content vocabulary, and mastery of grade-level science TEKS, resulting in improved performance on formative assessments, district checkpoints, and Grade 5 STAAR Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 2 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 **Funding Sources:** Science take-home kits - Title One School-wide - $7,500				1138

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen scientific thinking through cross-curricular STEAM integration and the purposeful use of supplemental digital tools that promote exploration, collaboration, and analysis of scientific concepts. Title I, Part A funds will support TEKS-aligned digital science resources, hands-on investigation materials, STEAM supplies, bilingual instructional supports, and science take-home kits for students needing additional academic support. **Strategy's Expected Result/Impact:** District Science assessments, formative assessments, intervention progress-monitoring data, student work, and PLC data reviews will demonstrate increasing mastery of priority Science TEKS. Intervention will be considered effective when students show measurable growth during each intervention cycle, fewer students remain below grade level, and achievement gaps among identified student groups decrease. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Science Take-home kits - Title One School-wide - $7,500				

1139

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Student achievement data indicate a need to increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics and Science, with achievement gaps evident among identified student groups, including Emergent Bilingual students. **Root Cause**: Inconsistent implementation of differentiated, data-driven Tier I mathematics instruction and targeted intervention has limited the campus's ability to consistently address individual learning gaps, particularly the academic language, conceptual understanding, and problem-solving needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although Project Lead the Way is an integral component of Hays STEAM Academy's STEAM program, implementation is inconsistent across classrooms, limiting students' opportunities to engage in high-quality engineering design experiences and authentic problem-based learning. **Root Cause**: Teachers have varying levels of confidence and accountability for implementing the Project Lead the Way curriculum with fidelity. Continued professional learning, instructional coaching, collaborative planning, and systematic monitoring are needed to ensure consistent implementation of PLTW lessons and engineering design practices across all grade levels. **Problem Statement 2**: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause**: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, at least 75% of students receiving supplemental reading or mathematics intervention from the Title I educational aide will meet or exceed their individualized academic growth targets, as measured by intervention progress-monitoring assessments.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: i-Ready BOY/MOY/EOY diagnostic and growth reports; district benchmark/common assessments; curriculum-based measures and intervention assessments; educational aide schedules and service-delivery logs; intervention progress-monitoring records; student intervention plans/goal trackers; MTSS documentation; student work samples; and intervention entry/exit documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hire and utilize a Title I-funded educational aide to provide regularly scheduled, supplemental small-group and individualized reading and mathematics intervention for students identified through assessment and progress-monitoring data as performing below grade-level expectations. **Strategy's Expected Result/Impact:** At least 75% of participating students will demonstrate measurable progress toward identified reading and/or mathematics goals. Students will strengthen prerequisite skills, improve access to Tier I instruction, and reduce academic achievement gaps. **Staff Responsible for Monitoring:** Principal; AP; Classroom Teachers, Title 1 Educational Aide **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 4 **Funding Sources:** Title 1 Instructional Aide - Title One School-wide - $30,000				1141

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a systematic progress-monitoring process in which classroom teachers, the Title I educational aide, and campus leadership review student intervention data every 4-6 weeks and adjust instructional focus, student groupings, frequency, and intensity of intervention based on demonstrated student need. **Strategy's Expected Result/Impact:** Intervention decisions will be timely and data-driven. Students not demonstrating adequate progress will receive adjusted support, while students demonstrating mastery may exit or transition to less intensive intervention. The number of students requiring intensive intervention will decrease over the school year. **Staff Responsible for Monitoring:** Principal; AP; Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 **Funding Sources:** Before/After School Tutoring - Title One School-wide - $10,000				

No Progress Accomplished Continue/Modify Discontinue

1142

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Student achievement data indicate a need to increase the percentage of Emergent Bilingual students achieving Meets Grade Level or above on STAAR Reading Language Arts, with achievement gaps evident between Emergent Bilingual students and overall campus performance across tested grade levels. **Root Cause**: Inconsistent implementation of differentiated literacy instruction, academic language development, and targeted intervention has limited the campus's ability to consistently address the reading comprehension, vocabulary, written response, and language-development needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of Kindergarten through Grade 3 students meeting or exceeding their annual i-Ready Reading Typical Growth goal will increase from 75% to 80%, as measured by the i-Ready Reading Diagnostic.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: i-Ready Reading Diagnostic Reports (Beginning, Middle, and End of Year)
i-Ready Growth Monitoring Reports
i-Ready Typical Growth and Stretch Growth Reports
i-Ready Lesson Completion and Online Instruction Reports
Classroom Reading Assessments
Running Records (K-2)
mCLASS Reading Data
PLC Data Meeting Documentation
Classroom Walkthrough Observation Data

Strategy 1 Details	Reviews			1143
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen early literacy instruction by implementing evidence-based reading practices that develop foundational literacy skills, reading comprehension, and language acquisition. **Strategy's Expected Result/Impact:** Student achievement increases, instructional practices improve, and implementation is evident through assessment data and classroom observations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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:** Curriculum, Instruction, and Assessment 2 - School Organization 1 - Technology 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the blended learning model to personalize reading instruction and accelerate student growth through adaptive digital learning and targeted teacher support. **Strategy's Expected Result/Impact:** Student achievement increases, instructional practices improve, and implementation is evident through assessment data and classroom observations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

1144

Student Achievement

Problem Statement 1: Improve Grade 5 Science achievement. **Root Cause**:
Consistent use of standards-aligned formative assessment, targeted intervention/enrichment, and data-driven instructional adjustments is needed to ensure continued academic growth for all student groups. This is evidenced by fluctuations in overall Meets performance (71% in 2022-23, 67% in 2023-24, and 71% in 2024-25) and continued opportunities for growth in Grade 5 Science and mathematics.

Curriculum, Instruction, and Assessment

Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

School Organization

Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. **Root Cause**: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Technology

Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. **Root Cause**: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the percentage of Grade 3 students achieving Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 81% in Spring 2026 to 84% in Spring 2027. Grade 3 Bilingual student performance will increase from 50% to 53%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Reading results
District Reading Checkpoints
i-Ready Reading Diagnostic Reports
Classroom Reading Assessments
Running Records
mCLASS Reading Data
Student Writing Samples
PLC Data Meeting Documentation
Classroom Walkthrough Observation Data
Intervention Progress Monitoring Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen students' ability to analyze and respond to grade-level literary and informational texts through explicit instruction in close reading, text evidence, and written constructed responses. **Strategy's Expected Result/Impact:** Increased student proficiency in reading comprehension and written responses. Students consistently use textual evidence to support their thinking. Improved performance on district benchmarks and STAAR-aligned assessments. Increased percentage of Grade 3 students achieving the Meets Grade Level standard on the STAAR Reading Language Arts assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 Achievement 1 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide targeted small-group instruction focused on comprehension, vocabulary, and inferencing skills. **Strategy's Expected Result/Impact:** Increased student proficiency in reading comprehension and written responses. Students consistently use textual evidence to support their thinking. Improved performance on district benchmarks and STAAR-aligned assessments. Increased percentage of Grade 3 students achieving the Meets Grade Level standard on the STAAR Reading Language Arts assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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:** Curriculum, Instruction, and Assessment 2 - Technology 1				

No Progress Accomplished Continue/Modify Discontinue

1146

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Improve Grade 5 Science achievement. **Root Cause**: Consistent use of standards-aligned formative assessment, targeted intervention/enrichment, and data-driven instructional adjustments is needed to ensure continued academic growth for all student groups. This is evidenced by fluctuations in overall Meets performance (71% in 2022-23, 67% in 2023-24, and 71% in 2024-25) and continued opportunities for growth in Grade 5 Science and mathematics.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
Technology
Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. **Root Cause**: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, family participation in literacy events, reading workshops, and home literacy activities will increase from 95% to 96% as measured by family participation records and engagement surveys.

HB3 Board Goal

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Family Literacy Night sign-in sheets
Parent workshop attendance records
Family engagement event participation logs
Student reading goal-setting and reflection forms
i-Ready Reading Lesson Completion Reports
i-Ready Reading Diagnostic Growth Reports
Running Records (K-2)
mCLASS Reading Data (K-3)
PLC meeting agendas and literacy intervention documentation

1147

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide engaging family literacy experiences throughout the school year that equip parents and caregivers with practical strategies and resources to support reading development at home. **Strategy's Expected Result/Impact:** Increased family participation in literacy-focused events and activities. Increased use of evidence-based reading strategies at home. Stronger home-school partnerships that support early literacy development. Increased student motivation, confidence, and independent reading habits. Improved K-3 reading growth and increased percentages of students reading on or above grade level by the end of Grade 3. **Staff Responsible for Monitoring:** Principal; AP; Classroom Teachers; Counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- 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:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen home-school partnerships by implementing consistent communication and student-led literacy activities that encourage families to actively participate in their child's reading progress and goal setting. **Strategy's Expected Result/Impact:** Increased family participation in literacy-focused events and activities. Increased use of evidence-based reading strategies at home. Stronger home-school partnerships that support early literacy development. Increased student motivation, confidence, and independent reading habits. Improved K-3 reading growth and increased percentages of students reading on or above grade level by the end of Grade 3. **Staff Responsible for Monitoring:** Principal; AP; Classroom teachers; counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- 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:** Demographics 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Although overall performance remains strong, the campus continues to serve a significant economically disadvantaged population whose academic needs require intentional intervention, enrichment opportunities, and equitable access to instructional resources. **Root Cause**: Data indicate that economic barriers may limit access to academic enrichment opportunities, technology resources outside of school, and extended learning experiences. Continued implementation of targeted interventions and family partnerships will help minimize these barriers while maintaining high academic expectations.
Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause**: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

1149

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By Spring 2027, the percentage of Hays STEAM Academy students reporting a positive sense of school connectedness on the Panorama Student Survey will increase from 81% to 84%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall and spring Panorama Student Survey results
Student belonging and connectedness survey responses
Student leadership and extracurricular participation records
Social-emotional learning and Conscious Discipline lesson documentation
Classroom walkthrough and student-engagement observations
Student feedback and self-advocacy surveys
Attendance and behavior data
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement schoolwide social-emotional learning, Conscious Discipline practices, and regular classroom community-building activities that strengthen positive relationships, belonging, self-advocacy, and student engagement. **Strategy's Expected Result/Impact:** Students will report stronger relationships with teachers and peers, greater confidence expressing their needs, and an improved sense of belonging, contributing to the increase in school connectedness from 81% to 84%. **Staff Responsible for Monitoring:** Principal, assistant principal, school counselor, and classroom teachers. **Title I:** 2.52 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Expand student leadership opportunities through AVID service-learning projects, student-led conferences, campus recognition programs, and classroom activities that promote student voice and ownership. **Strategy's Expected Result/Impact:** Increased participation in leadership and schoolwide activities will strengthen student engagement, self-advocacy, and connection to the school community. **Staff Responsible for Monitoring:** Principal, assistant principal, school counselor, AVID coordinator, and classroom teachers. **Title I:** 2.52 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1151

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate strong student connectedness, positive adult relationships, and high academic expectations, opportunities remain to increase student engagement, leadership, and ownership of learning. **Root Cause**: Students benefit from strong relationships with adults; however, additional opportunities for student leadership, collaboration, voice, and ownership of learning will further strengthen engagement and connectedness.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, student average daily attendance at Hays STEAM Academy will increase from 96.3% to 96.5%, as measured by campus attendance reports and PEIMS data.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: PEIMS attendance reports
Campus daily attendance reports
Monthly attendance summaries
Chronic absenteeism reports
Attendance committee meeting records
Student attendance intervention documentation
Parent communication logs
Attendance incentive and recognition records
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a proactive attendance monitoring system with early intervention for students at risk of chronic absenteeism. **Strategy's Expected Result/Impact:** Increased average daily attendance Reduced chronic absenteeism Improved student engagement and academic performance **Staff Responsible for Monitoring:** Principal, AP, Attendance Clerk, Counselor, Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

1152

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen family partnerships through regular communication, attendance incentives, and recognition programs that encourage consistent daily attendance. **Strategy's Expected Result/Impact:** Increased average daily attendance Reduced chronic absenteeism. Improved student engagement and academic performance **Staff Responsible for Monitoring:** Principal, AP, Attendance Clerk, Counselor, Classroom teachers **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1153

Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause**: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Maintain a safe, supportive school environment by implementing proactive behavioral supports, restorative practices, and targeted interventions that minimize exclusionary disciplinary consequences and maximize students' access to classroom instruction.

Evaluation Data Sources: PEIMS discipline reports
Campus discipline referral records
In-school and out-of-school suspension reports
Disciplinary alternative education placement records
Student behavior intervention documentation
Restorative practices and Conscious Discipline records
Counselor and administrator intervention logs
Monthly discipline data reviews
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement schoolwide Conscious Discipline practices, explicit instruction in behavioral expectations, classroom management interventions, and restorative conversations to prevent behavioral escalation and resolve conflicts before exclusionary consequences become necessary. **Strategy's Expected Result/Impact:** Students will demonstrate improved self-regulation, conflict-resolution skills, and adherence to campus expectations, resulting in fewer discipline referrals and exclusionary placements. **Staff Responsible for Monitoring:** Principal, assistant principal, school counselor, classroom teachers, and campus behavior support staff. **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				1154

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Review discipline data monthly to identify students with repeated behavioral concerns. Provide targeted interventions, including behavior support plans, counseling, mentoring, family conferences, and follow-up monitoring. **Strategy's Expected Result/Impact:** Early intervention and coordinated student support will reduce repeated disciplinary infractions, decrease exclusionary consequences, and increase students' access to classroom instruction. **Staff Responsible for Monitoring:** Principal, assistant principal, school counselor, classroom teachers, intervention team, and Campus Improvement Team. **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

1155

Demographics
Problem Statement 2: Although student behavior is a campus strength, continued implementation of proactive behavioral supports and restorative practices is needed to maintain a safe, positive learning environment while minimizing instructional disruptions. **Root Cause**: Sustaining a positive school climate requires consistent reinforcement of behavioral expectations, social-emotional learning, and restorative practices to address student needs before behaviors escalate.

School Culture and Climate
Problem Statement 2: Although student behavior is a campus strength, continued implementation of proactive behavioral supports and restorative practices is needed to maintain a safe, positive learning environment while minimizing instructional disruptions. **Root Cause**: Sustaining a positive school climate requires consistent reinforcement of behavioral expectations, social-emotional learning, and restorative practices to address student needs before behaviors escalate.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will implement the Project Lead the Way (PLTW) curriculum as evidenced by lesson implementation, classroom walkthroughs, completion of required instructional modules, and the use of the engineering design process during classroom instruction.

Evaluation Data Sources: PLTW lesson implementation checklists
Classroom walkthrough observation data
PLC agendas and meeting minutes
Teacher lesson plans
Completion of PLTW instructional units
Student engineering notebooks
Student engineering design projects
Student presentations and showcases
Instructional coaching logs
Professional development participation records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning to strengthen teachers' capacity to implement the Project Lead the Way curriculum and integrate engineering design into daily instruction. 1156 **Strategy's Expected Result/Impact:** Increased fidelity of PLTW across all grade levels. Increased student engagement in authentic engineering design and problem-solving experiences. Improved alignment between PLTW modules and TEKS. Consistent use of engineering design and inquiry-based instruction. **Staff Responsible for Monitoring:** Principal, AP, Lead teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop a campus-wide system to monitor and support fidelity of Project Lead the Way implementation through walkthroughs, PLCs, lesson reviews, and instructional feedback. **Strategy's Expected Result/Impact:** Consistent implementation of PLTW across all grade levels. Increased collaboration among teachers. Increased student creativity, collaboration, critical thinking, and engineering design skills. Improved consistency in STEAM instructional experiences. **Staff Responsible for Monitoring:** Principal, AP, Lead teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 1157

Curriculum, Instruction, and Assessment
Problem Statement 1: Although Project Lead the Way is an integral component of Hays STEAM Academy's STEAM program, implementation is inconsistent across classrooms, limiting students' opportunities to engage in high-quality engineering design experiences and authentic problem-based learning. **Root Cause**: Teachers have varying levels of confidence and accountability for implementing the Project Lead the Way curriculum with fidelity. Continued professional learning, instructional coaching, collaborative planning, and systematic monitoring are needed to ensure consistent implementation of PLTW lessons and engineering design practices across all grade levels.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement high-quality STEAM instructional practices, including inquiry-based learning, engineering design, collaboration, and technology integration, as evidenced by lesson plans, STEAM walkthrough rubric, and student work.

Evaluation Data Sources: Classroom walkthrough observation data; Lesson plan reviews; PLC agendas and meeting minutes; Teacher professional development participation records; Student work samples;
Project-based learning artifacts; Student engineering notebooks; Student presentations and showcases; Technology integration observations; PLTW lesson implementation documentation;
Student engagement observation data; STAAR Growth Reports; District checkpoint assessment data; i-Ready Reading and Mathematics Growth Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning to strengthen teachers' implementation of high-quality STEAM instructional practices, including inquiry-based learning, engineering design, technology integration, and student-centered instructional strategies. **Strategy's Expected Result/Impact:** Increased teacher effectiveness in delivering rigorous STEAM instruction. Increased use of inquiry-based and project-based learning. Greater student engagement, collaboration, and critical thinking. Consistent implementation of STEAM instructional practices across all grade levels. **Staff Responsible for Monitoring:** Principal; AP; Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				1158

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a continuous improvement process through instructional walkthroughs, PLC data discussions, lesson plan reviews, and reflective coaching to monitor and strengthen the implementation of high-quality STEAM instruction. **Strategy's Expected Result/Impact:** Consistent implementation of high-quality STEAM instructional practices. Increased teacher collaboration and use of best instructional practices. Improved student problem-solving, creativity, and application of engineering design processes. Stronger alignment of instruction with TEKS, PLTW, and campus STEAM expectations. **Staff Responsible for Monitoring:** Principal; AP; Classroom Teachers **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, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1159

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. **Root Cause**: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the percentage of classrooms meeting campus expectations for blended-learning implementation will increase from 85% to 88%, as measured by the campus blended-learning fidelity rubric and classroom walkthrough data.

Evaluation Data Sources: Classroom walkthrough and observation data; Lesson plans showing blended learning components; Learning management system and digital-platform usage reports; Teacher self-assessments and implementation reflections; PLC meeting notes and coaching documentation; blended-learning rubric.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide targeted professional learning, modeling, planning support, and coaching on blended-learning structures, student choice, small-group instruction, digital tools, and the effective use of student data. **Strategy's Expected Result/Impact:** Classroom walkthrough data will demonstrate quarterly improvement in blended-learning implementation, with at least 85% of classrooms meeting campus expectations by May 2027. **Staff Responsible for Monitoring:** Principal, AP, District Blended Learning support staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - Technology 1				1160

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct regular classroom walkthroughs and review results during PLCs providing timely feedback, coaching, and follow-up support based on identified needs. **Strategy's Expected Result/Impact:** Students will experience increased engagement, differentiation, ownership, and access to personalized instruction. **Staff Responsible for Monitoring:** Principal, AP, District Blended-Learning Support Staff **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 **Problem Statements:** Curriculum, Instruction, and Assessment 2 - Technology 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
Technology
Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. **Root Cause**: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

1161

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, each grade level will complete a minimum of eight student-led, teacher-guided service-learning projects aligned to community needs, with at least 90% of students participating in leadership, collaboration, and civic engagement experiences, as evidenced by participation rosters.

Evaluation Data Sources: Photos & artifacts; AVID Site Team meeting minutes; Grade level service-learning plans; Student reflection journals; Community partner participation logs; Project presentations; Teacher lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop and implement monthly grade-level service-learning projects, from September to April, aligned with academic standards and community needs, allowing students to apply learning through authentic problem-solving experiences. **Strategy's Expected Result/Impact:** Increased student leadership projects aligned with academic standards and community needs, allowing students to apply learning through authentic problem-solving experiences. **Staff Responsible for Monitoring:** Principal; AP; AVID Site Team **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 1				1162

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Expand partnerships with local businesses, community organizations, families, and district departments to provide meaningful service-learning opportunities that promote leadership, collaboration, and civic engagement. **Strategy's Expected Result/Impact:** Students will have increased opportunities to apply academic learning, demonstrate leadership, collaborate with community partners, and develop civic responsibility through authentic service-learning experiences. **Staff Responsible for Monitoring:** Principal; AP; AVID Site Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1163

Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause**: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. **Root Cause**: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, 100% of classrooms will demonstrate implementation of grade-level appropriate AVID WICOR strategies as evidenced through lesson plans, classroom observations, and AVID implementation tools.

Evaluation Data Sources: Lesson plan reviews; walkthrough data; Site team documentation; student binders and planners; student work samples; AVID Classroom Observation Tool (COT); PLC agendas; coaching logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning focused on the intentional integration of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies into daily Tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased knowledge and consistent use of WICOR strategies, resulting in stronger student engagement, academic discourse, organization, and ownership of learning. **Staff Responsible for Monitoring:** Principal, AP, AVID Site Team **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Curriculum, Instruction, and Assessment 2				1164

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a systematic monitoring process through classroom walkthroughs, lesson plan reviews, PLC discussions, and instructional feedback to ensure consistent schoolwide implementation of AVID strategies. **Strategy's Expected Result/Impact:** Walkthrough and AVID implementation data will show quarterly improvement, with 100% of classrooms meeting the campus WICOR implementation standard by May 2027. **Staff Responsible for Monitoring:** Principal, AP, AVID Site Team **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1165

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause**: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. **Root Cause**: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of staff reporting positive perceptions of campus culture, recognition, communication, and professional support will increase from the Fall 2026 baseline to at least 85%, as measured by campus staff surveys.

Evaluation Data Sources: Fall and spring staff surveys; quarterly staff pulse surveys; team meeting agendas and minutes; Campus Improvement Team records; staff feedback documentation; campus communication records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administer quarterly staff surveys and provide regular opportunities for employee feedback through team meetings, campus committees, and individual check-ins. Campus leaders will review survey results, communicate findings, and implement actions addressing identified concerns. **Strategy's Expected Result/Impact:** Staff will report improved communication, increased involvement in campus decisions, and greater confidence that their feedback influences campus practices. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders, and Campus Improvement Team. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 1				1166

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a consistent staff recognition and support system that highlights employee contributions, provides coaching and professional-growth opportunities, and promotes staff collaboration and well-being. **Strategy's Expected Result/Impact:** Staff will report increased recognition, stronger professional support, improved morale, and a greater sense of belonging, contributing to at least 85% positive survey responses by May 2027. **Staff Responsible for Monitoring:** Principal, assistant principal, counselor, and campus leadership team. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Although staffing stabilized entering the 2026-2027 school year, continued efforts are needed to retain highly effective educators by expanding leadership opportunities, mentoring, and professional growth pathways. **Root Cause**: The campus experienced a temporary decrease in staff retention due primarily to external career advancement opportunities that provided increased compensation and expanded leadership responsibilities.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. **Root Cause**: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

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Ector County Independent School District

Ireland Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

At Ireland Elementary, we cultivate a vibrant and inclusive learning environment where students love learning and staff embrace a growth mindset. Through engaging, rigorous instruction and strong relationships, we empower every learner to grow, explore, and succeed—academically and beyond.

Vision

Engage in learning.

Empower through a growth mindset

Excel to a bright future.

Value Statement

We value curiosity, inclusivity, and growth. We believe in fostering strong relationships, delivering rigorous and engaging instruction, and empowering every learner to achieve success both in school and in life.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027 the % of students performing at the Meets level on 3-5 Math Staar will increase from 26%- 35%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: Staar Summative Scores 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction.

Strategy's Expected Result/Impact: Teachers will use TEKS-aligned lesson planning to ensure rigorous Tier 1 instruction while embedding 15-20 minutes of small-group, targeted intervention or enrichment daily.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review PLC folders	ILT	Quarterly	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Improve low-performing schools

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

Problem Statements: Student Achievement 1

Funding Sources: Title One School Wide - Title One School-wide

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving.

Strategy's Expected Result/Impact: Emphasize academic vocabulary, justifying answers using mathematical reasoning, and practicing stamina-building tasks.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.	MCL	Quarterly	

Title I:
2.51, 2.52

- 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 Achievement 1

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Local Improvement Plan Template 25-26

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement

The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment.

The student performance goal for this area is 44% of continuously enrolled students is at the meets level.

The data will be monitored on a Monthly basis, with milestones and timelines established to track progress.

The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT.

The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting.

Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings.

* Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence).

* Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring.

Additional reallocation of resources to address this include purchased HMH 180 program.

Additional reallocation of resources to address this include 5th grade MCL in RLA.

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

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Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review Checkpoint, Iready, and Staar Interim Data	ILT	Monthly	

Title I:
2.51

Problem Statements: Student Achievement 1

Funding Sources: MCLs and MTRT RA and TR - Title One School- Improvement - $57,211

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4: Local Improvement Plan Template 25-26
This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Academic Growth in Math.
The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment.
The student performance goal for this area is
* 62% of Hispanic students will be at meets
* 65% of White students will be at meets
* 62% of Continuously Enrolled will be at meets

The data will be monitored on a Monthly basis, with milestones and timelines established to track progress.
The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT.
The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor.
* Additional reallocation of resources to address this include 30 minute intervention block,
* Additional reallocation of resources to address this include MTRT in 5th grade and MCL in 4th grade/
If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.
District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

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Strategy's Expected Result/Impact: * 62% of Hispanic students will be at meets
* 65% of White students will be at meets
* 62% of Continuously Enrolled will be at meets

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor Data	ILT	Monthly	

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause**: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause**: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

1175

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027 the % of students performing at the Meets level on 3rd - 5th Reading Staar will increase from 37% to 48%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Summative Staar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				1176

Strategy 1: Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence).

Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension skills through frequent exposure to complex texts and intentional small-group instruction.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data Checks	ILT	Monthly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Local Improvement Plan Template 25-26
This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement
The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment.
The student performance goal for this area is 44% of continuously enrolled students is at the meets level.
The data will be monitored on a Monthly basis, with milestones and timelines established to track progress.
The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT.
The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting.
Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings.
* Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence).

* Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, or teacher-led reteach based on progress monitoring.
Additional reallocation of resources to address this include purchased Iready.
Additional reallocation of resources to address this include 4th and 5th MCL in RLA.
If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.
District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

1177

Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level.
Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data Checks	ILT	monthly	

Title I:
2.51, 2.52, 2.53
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause**: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause**: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 14% to 30 %.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly science investigations or labs aligned to the 5th grade TEKS, emphasizing process skills and key concepts (e.g., force and motion, properties of matter, ecosystems). **Strategy's Expected Result/Impact:** Students will gain a deeper understanding of science content through regular, hands-on lab experiences that connect abstract concepts to real-world phenomena.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments. **Strategy's Expected Result/Impact:** Vocabulary and academic language acquisition will improve, helping students better comprehend and respond to STAAR questions with accuracy. **Staff Responsible for Monitoring:** ILT				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Exit tickets	MCL	quarterly	

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The % of students K-3 achieving or exceeding their I-Ready reading goal will increase from 34 % to 40%

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Iready Inform

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension

Strategy's Expected Result/Impact: Students receive daily, data-informed instruction targeting their specific reading skill gaps, resulting in more students making expected or above-expected growth on i-Ready.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		ILT	Quarterly	

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Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

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

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lesson or teacher-led reteach based on progress monitoring.

Strategy's Expected Result/Impact: K-2 students build stronger decoding and phonics skills, while 3rd graders strengthen comprehension, vocabulary, and fluency through personalized small-group instruction.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		ILT	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1181

Student Achievement

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause**: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause**: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 34% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Summative STAAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During daily reading instruction, teachers provide focused small-group instruction using resources like i-Ready Teacher Toolbox, guided reading texts, and STAAR question stems.				1182

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data checks	ILT	Quarterly	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement weekly data meetings in PLCs focused on i-Ready usage, lesson completion, and performance by TEKS cluster.				

Strategy's Expected Result/Impact: Data Driven Instruction
Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC Folder checks	ILT	Monthly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause**: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause**: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

1183

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, the percentage of 5th grade students demonstrating foundational college, career, and military readiness will increase from 88% to 93%, as measured by participation in AVID strategies, career awareness activities, goal-setting reflections, and mastery of grade-level standards.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Campus Avid Certification Indicators

Strategy 1 Details

Strategy 1: Students will use AVID planners weekly to set academic and personal goals, track their progress, and reflect on their learning. Teachers will dedicate time each week for students to write and discuss their goals and reflect on how their habits contribute to college and career readiness. This routine will help build self-awareness, responsibility, and long-term planning skills.

Strategy's Expected Result/Impact: Students will become organized and ready to learn

Staff Responsible for Monitoring: Avid Coordinator

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.	Avid Coordinator	quarterly	

Title I:
2.51, 2.52

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Reviews

Formative			Summative
Oct	Jan	Mar	May
			1184

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: The school will organize Career Day events , inviting professionals from diverse fields, including military personnel, trades, and college representatives. Students will engage in hands-on presentations, Q&A sessions, and reflection activities that tie directly to AVID's career awareness and goal-setting components.

Strategy's Expected Result/Impact: Students will learn what career paths are

Staff Responsible for Monitoring: Avid Coordinator

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		Avid Coordinator	Quarterly	

Title I:
2.51, 2.52

Problem Statements: School Culture and Climate 1 - School Organization 1

1185

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Local Improvement Plan Template 25-26
This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Student Achievement Domain Score
The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment.
The student performance goal for this area is
37% Hispanic Students will be at meets
45% White students will be at meets
41% Continuously enrolled students will be at meets
The data will be monitored on a Monthly basis, with milestones and timelines established to track progress.
The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT
The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting.
Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings.
* Additional reallocation of resources to address this include RBIS training through Title 1, Part-Time tutor through Title 1.
* Additional reallocation of resources to address this include MCL, MTRT, and Part Time tutor
If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.
District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

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Strategy's Expected Result/Impact: 37% Hispanic Students will be at meets
45% White students will be at meets
41% Continuously enrolled students will be at meets

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data checks	ILT	Monthly	

Title I:
2.51, 2.52

Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

Student Achievement

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause**: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause**: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: School Connectedness panorama data will increase from 53% to 57 %.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills.

Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	ILt	Quarterly	

Title I:
2.51, 2.52, 2.53

- ESF Levers:
Lever 3: Positive School Culture

1188

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity.

Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly Luncheons will be conducted	Counselor	Monthly	

Title I:
2.51, 2.53

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93.1 %to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Form an Attendance Team made up of teacher representatives from each grade level to monitor trends, identify students with chronic absences, and collaborate on targeted interventions. The team will meet monthly to review data, connect with families, and implement positive attendance campaigns schoolwide. This approach builds ownership and shared responsibility among staff for improving daily attendance.				1190

Strategy's Expected Result/Impact: Attendance will Increase

Staff Responsible for Monitoring: Data Clerk and Campus Administration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 1 - School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Classes with perfect attendance will earn daily points toward weekly or monthly rewards (e.g., extra recess, class shout-outs, or small prizes). Recognizing students and classrooms regularly fosters a positive culture around showing up every day.

Strategy's Expected Result/Impact: Student attendance will increase

Staff Responsible for Monitoring: Campus Administration/Data Clerk

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Check Attendance Reports	Data Clerk	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

1191

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details

Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives.

Strategy's Expected Result/Impact: Students will have a sense of belonging

Staff Responsible for Monitoring: Emergent Tree Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Checking for Social Contracts	Emergent Tree Team	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 1 - School Organization 1

Reviews

Formative			Summative
Oct	Jan	Mar	May
			1192

Strategy 2 Details

Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate.

Strategy's Expected Result/Impact: Students will feel empowered at school.

Staff Responsible for Monitoring: Campus Administrative team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly walkthrough for fidelity check.	Campus Administrative Team	Quarterly	

Title I:
2.51, 2.52, 2.53

Reviews

Formative			Summative
Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

1193

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 5: By May of 2027 disciplinary infractions will decrease from 10% of the student population to 5%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using Emergent Tree framework. Staff will recognize positive behavior through consistent Feedback Boards and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions.				1194

Strategy's Expected Result/Impact: Student discipline will decrease.

Staff Responsible for Monitoring: Emergent Tree Comittee

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 1 - School Organization 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills.

Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly	

Title I:
2.51, 2.52, 2.53

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

1195

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 6: By May 2027, favorable Panorama Sense of Belonging results will increase from 53% to 60%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The counselor will facilitate friendship groups and Lunch Buddies for students needing additional peer connections and support.				1196

Strategy's Expected Result/Impact: Students will develop positive peer relationships and an increased sense of belonging.

Staff Responsible for Monitoring: Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Counselor will identify students and conduct friendship groups and Lunch Buddies to build positive peer relationships.	Counselor	Monthly	

Title I:
2.51, 2.53

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Teachers will conduct regular student check-ins and intentionally connect students with a trusted adult on campus.

Strategy's Expected Result/Impact: Students will feel known, supported, and connected to adults at school.

Staff Responsible for Monitoring: Teacher/Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will conduct student check-ins and identify students needing additional adult connection or support.	Teacher/ Counselor	Monthly	

Title I:
2.51, 2.53

Problem Statements: School Culture and Climate 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

1197

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027 disciplinary infractions will decrease from 10% of the student population to 5%

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. **Staff Responsible for Monitoring:** ILT				1198

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly	

Title I:
2.51, 2.52, 2.53
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Schoolwide expectations will be explicitly taught and reinforced using Emergent Tree framework. Staff will recognize positive behavior through consistent Feedback Boards and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions.

Strategy's Expected Result/Impact: Student discipline will decrease.

Staff Responsible for Monitoring: Emergent Tree Comittee

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1199

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will increase from 91.2 %to 95%.

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills.				1200

Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture.

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		ILt	Quarterly	

Title I:
2.51, 2.52, 2.53

- ESF Levers:
Lever 3: Positive School Culture

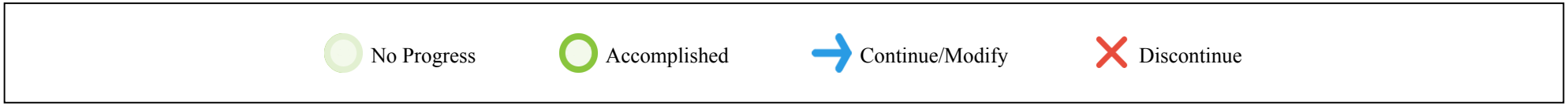
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a monthly attendance recognition and celebration program to promote consistent student attendance. Each month, the class in each grade level with the highest attendance percentage will be recognized and rewarded with a special classroom celebration.				

Strategy's Expected Result/Impact: Increase student motivation and family awareness regarding the importance of daily attendance, contributing to the campus goal of increasing student attendance from 91.2% to 95%.

Staff Responsible for Monitoring: Counselor

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Monthly	

Title I:
2.51, 2.52, 2.53



1201

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the annual retention rate of teachers at Ireland Elementary will increase from 79% to 85 % as measured by end-of-year staffing data, through the implementation of targeted support, professional growth opportunities, and recognition programs.

Evaluation Data Sources: Teachers will feel supported

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adopt the Opportunity Culture framework to extend the reach of highly effective teachers through Multi-Classroom Leader (MCL) roles, team-based collaboration, and structured coaching cycles. Provide ongoing training for MCLs and ensure protected time for planning, feedback, and data-driven instruction to support teacher growth and satisfaction.				
Strategy's Expected Result/Impact: Teachers will feel supported **Staff Responsible for Monitoring:** ILT				
Title I: 2.51, 2.52, 2.53				1202

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Coaching cycles for teachers.	ILT	Quarterly	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a formal recognition program that celebrates teacher achievements, innovative practices, and contributions to the school community. Include monthly appreciation events, peer-nominated awards, and opportunities for teachers to share successes at staff meetings.				
Strategy's Expected Result/Impact: School Culture will increase **Staff Responsible for Monitoring:** ILT				
Title I: 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1 - School Organization 1				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teacher of the Month announced during monthly Faculty meeting	ILT	Quarterly	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

1203

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 53% to 57%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. **Staff Responsible for Monitoring:** ILT				1204

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly	

Title I:
2.51, 2.52, 2.53
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity.

Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus

Staff Responsible for Monitoring: ILT

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly Mustang of the Month Luncheons	Counselor	Quarterly	

Title I:
2.51, 2.53

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1 - School Organization 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1205

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community,

Evaluation Data Sources: Title 1 parent survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home.				
Strategy's Expected Result/Impact: Parents feel welcome on campus **Staff Responsible for Monitoring:** Campus Administration				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.	Campus Administration	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: School Culture and Climate 1 - School Organization 1

1206

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions.				
Strategy's Expected Result/Impact: Parents will be informed of students progress **Staff Responsible for Monitoring:** ILT				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		ILT	Quarterly	

Title I:
2.51, 2.52, 2.53

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause**: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

1207

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. **Strategy's Expected Result/Impact:** Students will have a sense of belonging **Staff Responsible for Monitoring:** Emergent Tree Team				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Checking for Social Contracts	Emergent Tree Team	Quarterly	

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 1 - School Organization 1

1208

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. **Strategy's Expected Result/Impact:** Students will feel empowered at school. **Staff Responsible for Monitoring:** Campus Administrative team				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Walkthrough to ensure class jobs are posted.	Campus Administrative Team	Quarterly	

Title I:
2.51, 2.52, 2.53

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause**: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause**: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Ector County Independent School District

Lamar Early Education Center

2026-2027 Board Goals/Performance Objectives/Strategies



1210

Mission Statement

The mission of the Lamar Early Education Center is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

*We value the development of the whole child

*We value a safe, supportive, and caring learning environment

*We value respect, honesty and integrity

*We value the pursuit of excellence

1211

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1212

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By the end of the 2026-2027 school year, at least 75% of Lamar students will demonstrate sufficient growth to be identified as on track in Mathematics on the end-of-year CLI assessment

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY, MOY, and EOY Assessment Data; district-developed nine-week Prekindergarten Checkpoints; classroom formative assessments; student work samples; PLC data-review documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide daily, developmentally appropriate mathematics instruction and activities aligned to the Texas Prekindergarten Guidelines and Frog Street curriculum, with intentional instruction in rote counting, shape identification, counting sets, number relationships, and simple addition and subtraction. **Strategy's Expected Result/Impact:** Students will develop a strong foundation in early math skills. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **Problem Statements:** Student Achievement 1				1213

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate hands-on learning opportunities using manipulatives, math centers, games, movement, songs, and real-world problem-solving activities to develop students' mathematical understanding and number sense **Strategy's Expected Result/Impact:** Students will actively engage in daily mathematical activities leading to deeper understanding of math concepts. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will engage families by sharing math activities and resources through weekly Homework page and Seesaw. **Strategy's Expected Result/Impact:** Families will reinforce foundational math skills at home, increasing student practice and growth in early mathematics skills. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Title 1 instructional aide will provide targeted small-group mathematics instruction to students identified through CLI data as needing additional support in early mathematical skills. **Strategy's Expected Result/Impact:** Students receiving targeted intervention will demonstrate accelerated growth in early mathematics skills. **Staff Responsible for Monitoring:** Teachers, Administrator, Title 1 Instructional Aide **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Title 1 Teaching Assistant - Title One School-wide - $30,000				1214

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in foundational mathematics skills. Teachers will analyze Checkpoint results along with CLI and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and plan targeted small-group support. **Strategy's Expected Result/Impact:** Nine-week Checkpoint data, CLI data, and classroom formative assessments will provide ongoing evidence of student progress toward end-of-year mathematics expectations. Students not demonstrating expected progress will receive adjusted or intensified instructional support based on identified needs. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

1215

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. **Root Cause**: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By the end of the 2026-2027 school year, at least 65% of Lamar students will demonstrate sufficient growth to be identified as on track in Phonological Awareness skills, on the end-of-year CLI assessment.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY, MOY, and EOY Assessment Data; district-developed nine-week Prekindergarten Checkpoints; classroom formative assessments; student work samples; PLC data-review documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement daily, research-based phonological awareness instruction aligned with the Pre-K Guidelines and the Frog Street Press curriculum. **Strategy's Expected Result/Impact:** Students will demonstrate increased confidence and proficiency in early literacy skills, providing a strong foundation for future reading success. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1216

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will analyze CLI Phonological Awareness data, district-developed nine-week Prekindergarten Checkpoint data, and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. **Strategy's Expected Result/Impact:** Ongoing analysis of multiple data sources will support timely, data-driven instructional decisions and targeted intervention, resulting in measurable student growth and progress toward the EOY goal of at least 65% of students being identified as on track in Phonological Awareness. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will engage families by sharing phonological awareness activities and resources through weekly Homework page, Seesaw and Home-to-School family projects. **Strategy's Expected Result/Impact:** Families will reinforce foundational literacy skills at home, increasing student practice and phonological awareness growth. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in foundational literacy skills, including skills that support phonological awareness development. Teachers will use Checkpoint results, along with CLI and classroom assessment data, to identify areas of strength and need, adjust instruction, and plan targeted small-group support. **Strategy's Expected Result/Impact:** Nine-week Checkpoint data will provide ongoing evidence of student literacy development and help teachers identify students needing additional support between CLI assessment windows, allowing for timely instructional adjustments and targeted intervention. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1218

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. **Root Cause**: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, at least 80% of Prekindergarten students will demonstrate age-appropriate scientific thinking by making predictions, participating in simple investigations, and communicating observations or findings through oral language, drawings, or emergent writing, as measured through teacher observations and student work samples.

Evaluation Data Sources: Teacher Observations; Student Work Samples; Lesson Plans; Campus Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide regular opportunities for students to participate in developmentally appropriate cause-and-effect experiments and simple investigations that encourage students to make predictions, test ideas, observe outcomes, and discuss results. **Strategy's Expected Result/Impact:** Students will demonstrate growth in scientific thinking and problem-solving by making educated predictions, testing their ideas, observing results, and comparing outcomes with their original predictions. Student growth will be documented through teacher observations and student work samples. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1219

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will intentionally incorporate developmentally appropriate Science Center activities and hands-on exploration throughout the instructional week to promote inquiry, observation, questioning, problem-solving, and scientific thinking. **Strategy's Expected Result/Impact:** Lesson plans and campus walkthroughs will demonstrate consistent opportunities for hands-on science learning, while teacher observations and student work samples will demonstrate growth in scientific vocabulary, inquiry, prediction, and communication skills. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will intentionally provide regular opportunities for students to observe, ask questions, make predictions, describe changes, and discuss discoveries during science instruction, classroom centers, outdoor learning, and other authentic learning experiences. **Strategy's Expected Result/Impact:** By May 2027, teacher observations and student work samples will demonstrate increased student ability to use age-appropriate inquiry skills, including questioning, predicting, observing, and communicating findings. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1220

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities to engage in intentional, developmentally appropriate learning experiences that promote exploration, investigation, creativity, problem-solving, and higher-level thinking. **Root Cause**: Because Prekindergarten is the first formal school experience for many Lamar students, children enter with varying levels of developmental readiness, prior experiences, and exposure to academic and play-based learning opportunities. These differences create a need for intentional, differentiated, hands-on learning experiences that meet students at their individual levels of development.

1221

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, Lamar students will demonstrate growth in the Pre-Reading skill of letter-sound correspondence, resulting in at least 80% of students being identified as on track on the end-of-year CLI assessment.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY, MOY, and EOY Letter-Sound Correspondence Assessment Data; District-Developed Nine-Week Prekindergarten Checkpoints; Classroom Formative Assessments; Student Work Samples; PLC Data Review Documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement daily, multi-sensory, developmentally appropriate letter-sound correspondence instruction. **Strategy's Expected Result/Impact:** Students will develop a strong understanding of letter-sound relationships, increasing early reading readiness and performance on the CLI assessment. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1222

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate letter-sound correspondence into classroom routines, literacy centers, shared reading, writing activities, songs, and transitions to provide students with frequent opportunities for practice. **Strategy's Expected Result/Impact:** Students will strengthen letter-sound correspondence through repeated practice in meaningful learning experiences, leading to increased mastery of foundational literacy skills. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze CLI Letter-Sound Correspondence data, district-developed nine-week Prekindergarten Checkpoint data, and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. **Strategy's Expected Result/Impact:** Ongoing analysis of multiple data sources will support timely, targeted instruction and intervention, resulting in measurable student growth and progress toward the EOY goal of at least 80% of students being identified as on track in Letter-Sound Correspondence. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1223

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in letter knowledge and letter-sound development. Teachers will use Checkpoint results, along with CLI and classroom assessment data, to monitor progress toward end-of-year expectations and provide targeted instruction based on identified student needs. **Strategy's Expected Result/Impact:** Nine-week Checkpoint data will provide ongoing evidence of student progress in letter-sound development, allowing teachers to identify students who are not demonstrating expected growth and adjust instruction or intervention before the next CLI assessment window. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1224

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. **Root Cause**: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, monolingual and bilingual Prekindergarten students will demonstrate accelerated growth in the pre-reading skill of alliteration, with at least 45% meeting the on track benchmark on the end-of-year CLI assessment.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: CLI BOY, MOY, and EOY Alliteration Assessment Data; District-Developed Nine-Week Prekindergarten Checkpoints; Classroom Observations; Informal Literacy Assessments; Student Work Samples; PLC Data Review Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement daily, developmentally appropriate instruction in alliteration to include songs, finger plays, nursery rhymes, picture cards, and oral language activities to support students to identify and generate words with the same beginning sound. **Strategy's Expected Result/Impact:** Students will strengthen beginning sound awareness and develop foundational phonological awareness skills that support early reading success. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1225

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will intentionally incorporate alliteration activities into classroom routines, transitions, read-alouds, literacy centers, and small-group instruction to provide students with frequent opportunities to hear, identify, and use words with the same beginning sound. **Strategy's Expected Result/Impact:** Students will improve their ability to recognize and produce alliteration through consistent, meaningful practice, resulting in increased performance on the CLI assessment. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze CLI Alliteration data along with district-developed nine-week Prekindergarten Checkpoint data, classroom observations, and informal literacy assessments during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group phonological awareness intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. **Strategy's Expected Result/Impact:** Ongoing analysis of multiple data sources will support timely, targeted instruction and intervention, resulting in measurable student growth and progress toward the EOY goal of at least 45% of monolingual and bilingual students being identified as on track in Alliteration. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1226

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. **Root Cause**: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

1227

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By the end of the 2026-2027 school year, Lamar Early Education Center will increase its average daily attendance rate from 91.2% to 92.5%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Weekly and Monthly Attendance Reports; Average Daily Attendance Data; Chronic Absenteeism Data; Family Contact Documentation; Attendance Conference Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, the Attendance Clerk, Guidance Apprentice, and Administrator will monitor student attendance weekly using a tiered response system. All families will receive universal attendance education and support. Students developing patterns of absence will receive individualized family communication and problem-solving support. Students with persistent attendance concerns will receive an individualized attendance conference and connection to appropriate campus, district, or community resources when barriers are identified. **Strategy's Expected Result/Impact:** Attendance concerns will be identified and addressed early through increasingly individualized levels of support. Weekly and monthly attendance data will be reviewed to monitor progress toward the campus goal of at least 92.5% average daily attendance and to identify students requiring additional intervention. **Staff Responsible for Monitoring:** Clerk, Teachers, Guidance Apprentice, Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				1228

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide ongoing education to families regarding the importance of regular Prekindergarten attendance through Parent Orientation, family engagement events, newsletters, Seesaw, social media, individual communication, and attendance conferences. **Strategy's Expected Result/Impact:** Families will demonstrate increased understanding of the connection between regular attendance, school readiness, and student success, contributing to improved student attendance patterns. **Staff Responsible for Monitoring:** Clerk, Teachers, Guidance Apprentice, Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will implement weekly, monthly, and semester attendance recognition opportunities that celebrate excellent attendance as well as meaningful improvement in individual student and classroom attendance. **Strategy's Expected Result/Impact:** Attendance recognition will reinforce the importance of regular school attendance and provide positive reinforcement for students and families demonstrating excellent or improved attendance. Attendance data will be reviewed to determine progress toward the campus attendance goal. **Staff Responsible for Monitoring:** Clerk, Guidance Apprentice, Teachers, Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				1229

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The campus will provide accessible and engaging family involvement opportunities designed to strengthen relationships between families and school staff, increase school connectedness, and provide opportunities to identify and address barriers that may affect regular attendance. **Strategy's Expected Result/Impact:** Stronger family-school relationships will increase family connection to the campus and provide additional opportunities for staff to identify and respond to barriers affecting student attendance. **Staff Responsible for Monitoring:** Clerk, Guidance Apprentice, Teachers, Administrator **TEA Priorities:** Improve low-performing schools **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In spite of steady progress in attendance, Lamar's average daily attendance rate of 91.2% remains below the state average and the district goal of 95%. **Root Cause**: Families who feel less connected to school culture or who are new to structured school environments may have reduced urgency around daily attendance. 1230
Family and Community Engagement
Problem Statement 1: Although Lamar has cultivated a welcoming School Family and provides a variety of family engagement opportunities, parent participation and involvement remain inconsistent, creating a need to strengthen authentic partnerships that support student learning, attendance, and school readiness. **Root Cause**: As a Prekindergarten campus, many families are just beginning their formal school journey and face barriers such as lack of transportation, communication barriers, and time constraints that limit participation.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, 100% of classrooms will consistently implement Lamar's School-Wide Conscious Discipline Agreements--Be Safe, Be Helpful, and Be a S.T.A.R.--as evidenced through monthly campus walkthroughs using a Conscious Discipline implementation checklist.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Monthly Conscious Discipline Implementation Walkthrough Checklist; Coaching Documentation; Administrative Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, Instructional Facilitators, Instructional Assistants, Guidance Apprentice, and Administrator will receive ongoing Conscious Discipline training, coaching, modeling, and collaborative reflection. Conscious Discipline implementation will be monitored at least monthly through campus walkthroughs using an implementation checklist that includes observable School Family structures and practices such as Brain Smart Start, greetings, Wish Well, Safe Place implementation, visual routines, composure strategies, and developmentally appropriate responses to student behavior. **Strategy's Expected Result/Impact:** By May 2027, 100% of classrooms will demonstrate consistent implementation of identified campus-wide Conscious Discipline expectations. Classrooms needing additional support will receive modeling, coaching, feedback, and follow-up walkthroughs to support consistent implementation. **Staff Responsible for Monitoring:** Teachers, Administrator and Guidance Apprentice **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Conscious Discipline Coaching, Training and Workshops - Title One School-wide - $25,682				1231

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Guidance Apprentice will provide weekly, developmentally appropriate, play-based guidance lessons that explicitly teach self-regulation, emotional awareness, problem-solving, relationship-building, and the campus School-Wide Agreements. **Strategy's Expected Result/Impact:** Students will demonstrate increased use of age-appropriate self-regulation, problem-solving, and relationship skills as evidenced through classroom observations, teacher feedback, guidance documentation, and behavior data. **Staff Responsible for Monitoring:** Guidance Apprentice, Administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers, the Guidance Apprentice, and Administrator will collaboratively develop, teach, and consistently use school-wide routine books and visual expectation supports to provide common language and expectations for daily routines and behaviors across the campus. **Strategy's Expected Result/Impact:** Campus walkthroughs will demonstrate consistent use of school-wide routine supports, and students will demonstrate increased independence and ability to follow campus routines and expectations across settings. **Staff Responsible for Monitoring:** Teachers, Guidance Apprentice, Administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1232

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. **Root Cause**: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, 100% of classrooms will consistently demonstrate identified relationship-building practices that promote a safe, caring, and connected learning environment, as evidenced through weekly walkthroughs, lesson plans, and classroom observations. Classrooms needing additional support will receive coaching and follow-up.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Weekly Campus Walkthroughs; Classroom Observations; Lesson Plans; Conscious Discipline Implementation Data; Coaching and Follow-Up Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will consistently implement daily Conscious Discipline connection rituals, including Brain Smart Start and Wish Well, to intentionally build relationships, support regulation, and strengthen the classroom School Family. **Strategy's Expected Result/Impact:** Weekly walkthroughs will demonstrate consistent implementation of identified connection rituals, and students will demonstrate increased engagement, belonging, self-regulation, and positive relationships with adults and peers. **Staff Responsible for Monitoring:** Teachers and Administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1233

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will maintain ongoing, positive, two-way communication with families through Seesaw, conferences, phone calls, campus events, and other appropriate communication methods to strengthen the partnership between home and school. **Strategy's Expected Result/Impact:** Communication documentation and family feedback will demonstrate consistent opportunities for two-way communication, increased family connection, and strengthened collaboration between families and school staff. **Staff Responsible for Monitoring:** Teachers and Administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students and staff will participate in a monthly campus-wide Brain Smart Start designed to strengthen relationships, celebrate the School Family, reinforce school-wide expectations, and practice social-emotional skills. **Strategy's Expected Result/Impact:** Monthly participation and administrative observations will demonstrate consistent opportunities for school-wide connection, with staff and students reinforcing common language and practices related to safety, connection, belonging, and self-regulation. **Staff Responsible for Monitoring:** Administrator, Guidance Apprentice, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1234

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. **Root Cause**: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 3 of Lamar's 7 Instructional Facilitators will obtain teacher certification, increasing the number of certified instructional staff and strengthening campus instructional capacity.

Evaluation Data Sources: Teacher Certification Records; Certification Program Progress; Certification Testing Completion; Administrator and Teacher of Record Progress-Monitoring Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional Facilitators will receive ongoing mentoring and instructional coaching from their Teacher of Record and Administrator to strengthen Tier I instruction and support successful completion of teacher certification requirements. **Strategy's Expected Result/Impact:** Instructional Facilitators will demonstrate increased instructional knowledge and classroom effectiveness while making documented progress toward individual certification milestones. **Staff Responsible for Monitoring:** Administrator, Teacher of Record for I.F. **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1				1235

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: At least once each grading period, the Administrator will meet with each Instructional Facilitator and Teacher of Record to review certification progress, including coursework completion, testing requirements, scheduled certification exams, completed milestones, barriers to progress, and needed support. **Strategy's Expected Result/Impact:** Each Instructional Facilitator will have clearly identified next steps toward certification, and regular monitoring will allow barriers to be addressed promptly in support of the campus goal of at least 3 Instructional Facilitators obtaining certification by May 2027. **Staff Responsible for Monitoring:** Administrator and Teacher of Record **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Instructional Facilitators will actively participate in weekly PLCs, collaborative planning, data analysis, and professional learning alongside certified teachers to strengthen standards-based Tier I instruction and professional practice. **Strategy's Expected Result/Impact:** PLC participation, walkthrough data, and coaching observations will demonstrate increased instructional consistency and implementation of high-quality Tier I practices while supporting certification readiness. **Staff Responsible for Monitoring:** Administrator and Teacher of Record **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention	1236
Problem Statement 1: Lamar Pre-K has seven Instructional Facilitators who have at least a Bachelor's degree, and are actively pursuing teacher certification. While these staff members provide valuable instructional support, the varying levels of certification and instructional experience often result in inconsistent implementation of high-quality Tier I instruction across classrooms. **Root Cause**: The campus relies on the Instructional Facilitators to meet staffing needs in an early childhood setting. Because many are still completing certification requirements and developing instructional expertise, they require ongoing coaching, mentoring, and professional learning to consistently deliver high-quality, standards-based instruction.	

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Prekindergarten students will demonstrate increased age-appropriate self-regulation and positive behavior skills, resulting in at least a 75% reduction in major behavioral incidents requiring administrative intervention when compared to the 2025-2026 campus baseline.

Evaluation Data Sources: 2025-2026 Baseline Behavior Data; Administrator Behavior Log; Classroom Behavior Documentation; Guidance Data; Campus Walkthrough Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will consistently teach and implement Conscious Discipline practices, including Brain Smart Start, I Love You Rituals, Safe Place, Wish Well, visual supports, and positive behavior coaching to explicitly develop self-regulation, emotional awareness, problem-solving, and relationship skills. **Strategy's Expected Result/Impact:** Campus walkthrough observations and behavior data will demonstrate consistent implementation of Conscious Discipline practices and a decrease in major behavioral incidents requiring administrative intervention compared to the 2025-2026 baseline. **Staff Responsible for Monitoring:** Teachers, Administrator **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1237

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers, the Guidance Apprentice, and Administrator will partner with families by sharing practical Conscious Discipline strategies, behavior supports, and social-emotional learning resources through Seesaw, Parent Powers & Skills Academy, conferences, family workshops, and individualized communication as needed. **Strategy's Expected Result/Impact:** Family feedback and communication documentation will demonstrate increased access to strategies that support self-regulation and positive behavior at home, strengthening consistency between home and school. **Staff Responsible for Monitoring:** Teachers, Guidance Apprentice and Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will intentionally greet every student at the classroom door each day using developmentally appropriate connection rituals to build relationships, assess student emotional state, support regulation, and establish a positive beginning to the instructional day. **Strategy's Expected Result/Impact:** Campus walkthroughs will demonstrate consistent daily greetings across classrooms, supporting student connection, emotional readiness, self-regulation, and positive classroom behavior. **Staff Responsible for Monitoring:** Teachers and Administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate	1238
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. **Root Cause**: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.	

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Lamar Early Education Center will increase its average daily attendance rate from 91.2% to at least 92.5% through early identification of attendance concerns, tiered family support, attendance education, and positive recognition.

Evaluation Data Sources: Weekly and Monthly Attendance Reports; Average Daily Attendance Data; Chronic Absenteeism Data; Family Contact Documentation; Attendance Conference Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, the Attendance Clerk, Guidance Apprentice, and Administrator will monitor student attendance weekly using a tiered response system. All families will receive universal attendance education and support. Students developing patterns of absence will receive individualized family communication and problem-solving support. Students with persistent attendance concerns will receive an individualized attendance conference and connection to appropriate campus, district, or community resources when barriers are identified. **Strategy's Expected Result/Impact:** Attendance concerns will be identified and addressed early through increasingly individualized levels of support. Weekly and monthly attendance data will be reviewed to monitor progress toward the campus goal of at least 92.5% average daily attendance and to identify students requiring additional intervention. **Staff Responsible for Monitoring:** Attendance Clerk, Administrator, Guidance Apprentice, Teachers **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				1239

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide ongoing education to families regarding the importance of regular Prekindergarten attendance through Parent Orientation, family engagement events, newsletters, Seesaw, social media, individual communication, and attendance conferences. **Strategy's Expected Result/Impact:** Families will demonstrate increased understanding of the connection between regular attendance, school readiness, and student success, contributing to improved student attendance patterns. **Staff Responsible for Monitoring:** Administrator, Clerk, Guidance Apprentice, Teachers **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

1240

Demographics
Problem Statement 1: In spite of steady progress in attendance, Lamar's average daily attendance rate of 91.2% remains below the state average and the district goal of 95%. **Root Cause**: Families who feel less connected to school culture or who are new to structured school environments may have reduced urgency around daily attendance.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of Prekindergarten classrooms will consistently implement high-quality, developmentally appropriate hands-on learning experiences that promote exploration, investigation, creativity, problem-solving, oral language, student choice, and higher-level thinking, as evidenced through weekly campus walkthroughs and lesson plans.

Evaluation Data Sources: Weekly Campus Walkthroughs; Lesson Plans; Student Work Samples; Classroom Observations; PLC Planning Documentation; STEM Lab Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will design and maintain high-quality, developmentally appropriate learning centers intentionally aligned with the Texas Prekindergarten Guidelines that provide accessible materials, student choice, purposeful play, oral-language opportunities, problem-solving, creativity, collaboration, and increasing student independence. **Strategy's Expected Result/Impact:** Weekly campus walkthroughs will demonstrate that 100% of classrooms provide developmentally appropriate learning centers that meet identified campus instructional expectations. Teachers needing additional support will receive feedback, modeling, collaborative planning, and follow-up walkthroughs. **Staff Responsible for Monitoring:** Administrator and Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1241

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will intentionally integrate available technology, including iPads, Promethean Boards, developmentally appropriate applications, and STEM Lab resources, into hands-on learning experiences when technology enhances exploration, creativity, communication, problem-solving, collaboration, or student demonstration of learning. **Strategy's Expected Result/Impact:** Campus walkthroughs, lesson plans, and STEM Lab observations will demonstrate increased and developmentally appropriate integration of technology as a tool that enhances, rather than replaces, hands-on, play-based early childhood learning. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Technology 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: During weekly PLCs, teachers will collaboratively plan developmentally appropriate learning experiences that intentionally incorporate student inquiry, purposeful play, higher-level questioning, exploration, active learning, and appropriate technology integration based on identified student needs and the Texas Prekindergarten Guidelines. **Strategy's Expected Result/Impact:** PLC documentation, lesson plans, and campus walkthrough data will demonstrate increased instructional consistency and quality across classrooms. Campus leadership will use walkthrough findings to identify areas for additional coaching, modeling, or professional learning. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Curriculum, Instruction, and Assessment 1				1242

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities to engage in intentional, developmentally appropriate learning experiences that promote exploration, investigation, creativity, problem-solving, and higher-level thinking. **Root Cause**: Because Prekindergarten is the first formal school experience for many Lamar students, children enter with varying levels of developmental readiness, prior experiences, and exposure to academic and play-based learning opportunities. These differences create a need for intentional, differentiated, hands-on learning experiences that meet students at their individual levels of development.

Technology

Problem Statement 1: Technology resources are readily available; however, opportunities to consistently incorporate technology into developmentally appropriate, hands-on learning experiences across all classrooms need to be strengthened. **Root Cause**: Teachers have varying levels of confidence and experience integrating technology into developmentally appropriate early childhood instruction, resulting in inconsistent implementation across classrooms.

1243

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Lamar Early Education Center will strengthen community awareness of its high-quality, relationship-centered Prekindergarten program through intentional outreach and family engagement, resulting in an increase in enrollment of eligible students from 327 students to at least 375 students.

Evaluation Data Sources: PEIMS Enrollment Data; Campus Enrollment Reports; Prekindergarten Registration and Inquiry Data; Community Outreach Documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will utilize social media, the campus website, Seesaw, district communication platforms, community partnerships, and outreach opportunities to regularly highlight student learning, family events, developmentally appropriate instruction, Conscious Discipline, and the unique educational opportunities available at Lamar Early Education Center. **Strategy's Expected Result/Impact:** Campus enrollment will be reviewed monthly to monitor progress toward the May 2027 target of at least 375 students. Registration inquiries and outreach efforts will also be reviewed to identify enrollment trends and determine whether additional or adjusted recruitment efforts are needed. **Staff Responsible for Monitoring:** Administrator, Guidance Apprentice, Clerk, Administrative Assistant, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Organization 1				1244

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will intentionally communicate the value of Lamar's high-quality, relationship-centered Prekindergarten program by highlighting Conscious Discipline, School Family traditions, high instructional expectations, play-based learning, inclusion, student growth, and family engagement opportunities through recruitment and community outreach efforts. **Strategy's Expected Result/Impact:** Families and community members will have increased awareness of the academic, developmental, and social-emotional benefits of Lamar's Prekindergarten program. Enrollment and registration inquiry data will be monitored to determine the effectiveness of outreach efforts and progress toward the campus enrollment target. **Staff Responsible for Monitoring:** Administrator, Guidance Apprentice, Teachers, Clerk, Administrative Assistant, Instructional Assistants **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

1245

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: The campus has experienced declining enrollment over the past several years, highlighting the need to enhance community outreach, promote the benefits of high-quality early childhood education, and strengthen recruitment efforts to increase enrollment among eligible students. **Root Cause**: Families often delay enrollment or choose alternative childcare and preschool options because they are unfamiliar with the academic and social-emotional benefits of a high-quality Prekindergarten program.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, at least 80% of Lamar families will participate in at least one campus family engagement activity. In addition, family feedback collected through brief surveys, exit tickets, or event feedback will indicate that at least 80% of responding families report increased knowledge, confidence, or access to strategies/resources that support their child's learning, school readiness, attendance, or social-emotional development.

Evaluation Data Sources: Family Event Sign-In Records; Family Participation Tracker; Family Surveys, Exit Tickets, and Event Feedback; VIP Volunteer Records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will provide a variety of meaningful family engagement activities throughout the school year that support student learning, school readiness, attendance, child development, Conscious Discipline, and strong family-school relationships. Families will be provided opportunities to give brief feedback following selected events regarding the usefulness of the information, strategies, and resources provided. **Strategy's Expected Result/Impact:** At least 80% of Lamar families will participate in one or more campus family engagement activities, and at least 80% of responding families will report increased knowledge, confidence, or access to strategies and resources that support their child's development and success. **Staff Responsible for Monitoring:** Administrator, Teachers, Guidance Apprentice **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				1246

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide family engagement opportunities at varied times and through multiple formats to increase accessibility for families. Participation data and family feedback will be reviewed throughout the year to identify barriers and determine whether adjustments are needed to better meet family needs. **Strategy's Expected Result/Impact:** Family participation data will demonstrate increased access to engagement opportunities, and feedback will be used to adjust future activities, scheduling, communication, and resources when needed. **Staff Responsible for Monitoring:** Administrator, Guidance Apprentice, Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will actively promote the Volunteer Involvement Program (VIP) and provide meaningful opportunities for family and community members to volunteer in classrooms, the library, campus events, and other appropriate school activities. **Strategy's Expected Result/Impact:** VIP participation records will demonstrate increased family and community involvement, and volunteer opportunities will strengthen relationships, family connectedness, and shared ownership within the Lamar School Family. **Staff Responsible for Monitoring:** Administrator, Library Clerk **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1247

Family and Community Engagement
Problem Statement 1: Although Lamar has cultivated a welcoming School Family and provides a variety of family engagement opportunities, parent participation and involvement remain inconsistent, creating a need to strengthen authentic partnerships that support student learning, attendance, and school readiness. **Root Cause**: As a Prekindergarten campus, many families are just beginning their formal school journey and face barriers such as lack of transportation, communication barriers, and time constraints that limit participation.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Lamar Early Education Center will increase staff retention from 71.4% in 2025-2026 to at least 80% by strengthening staff belonging, recognition, communication, professional support, and opportunities for staff voice and feedback.

Evaluation Data Sources: Staff Retention Data; Staff Climate and Belonging Survey Data; Staff Feedback Surveys; Stay Interview/Check-In Documentation; Exit Feedback When Available; Staff Recognition and Engagement Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement ongoing staff recognition and appreciation opportunities throughout the school year to celebrate staff contributions, accomplishments, collaboration, attendance, and positive impact on students and the Lamar School Family. Recognition will include both campus-wide and individualized opportunities designed to strengthen staff belonging and connection. **Strategy's Expected Result/Impact:** Staff feedback and climate data will demonstrate strong levels of belonging, appreciation, and connection to the Lamar School Family, contributing to progress toward the campus goal of at least 80% staff retention. **Staff Responsible for Monitoring:** Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 2				1248

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Administrator will intentionally gather staff voice and feedback throughout the school year through brief surveys, individual and team check-ins, staff meetings, and informal or formal stay conversations. Feedback will be reviewed to identify trends, concerns, strengths, and factors that may affect staff morale, belonging, workload, professional support, or retention. **Strategy's Expected Result/Impact:** Staff feedback will be reviewed throughout the year, and identified concerns or trends will be used to guide campus decisions, communication, professional support, recognition, and other appropriate responses. Staff will have ongoing opportunities to provide input before concerns negatively affect morale or retention. **Staff Responsible for Monitoring:** Administrator, Guidance Apprentice, Teachers, Instructional Facilitators, Teaching Assistants **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will provide ongoing professional support through collaborative PLCs, coaching, mentoring, professional learning, shared problem-solving, and opportunities for staff leadership and professional growth. Administrator will intentionally identify and respond to individual and team support needs throughout the school year. **Strategy's Expected Result/Impact:** Staff will report increased access to professional support, collaboration, and opportunities for growth and leadership. Staff feedback, climate data, and retention data will be reviewed to determine the effectiveness of campus support efforts. **Staff Responsible for Monitoring:** Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 2				1249

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 2: Although Lamar Early Education Center has established a supportive, relationship-centered Adult School Family, the 2025-2026 staff retention rate of 71.4% indicates a need to strengthen staff retention through continued attention to staff belonging, recognition, communication, professional support, and opportunities for staff voice and feedback. **Root Cause**: Staff retention is influenced by multiple factors, including employees' sense of belonging and appreciation, opportunities for professional growth and support, communication, workload, and opportunities to provide meaningful input. Ongoing staff feedback and proactive support are needed to identify concerns early and respond to factors that may affect staff morale and retention.

1250

Ector County Independent School District

Lee Buice Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1251

Mission Statement

At Buice, we are commited to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

Vision

Growing Greatness

Value Statement

At Buice, we are commited to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

1252

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students achieving Meets Grade Level or above on STAAR Mathematics will increase from 33% to 45% in Grade 3, from 39% to 50% in Grade 4, and from 35% to 47% in Grade 5.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Mathematics; district common assessments; i-Ready Mathematics; formative assessments; PLC data; student work.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly data-driven PLCs focused on standards alignment, assessment analysis, student work, misconceptions, instructional response, reteaching, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increased mastery of priority mathematics TEKS and increased Meets/Masters performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade-Level Teachers, Interventionists. **Title I:** 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Coach - Title One Instructional Continuity - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A campus instructional coach will provide job-embedded coaching through planning, modeling, co-teaching, observation/feedback, data analysis, and targeted coaching cycles based on teacher and student need. **Strategy's Expected Result/Impact:** Increased instructional rigor and consistent implementation of evidence-based Tier 1 and intervention practices. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **Problem Statements:** School Organization 2 **Funding Sources:** Instructional Coach - Title One School- Improvement - $80,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1255

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students achieving Meets Grade Level or above on STAAR RLA will increase from 38% to 50% in Grade 3, from 36% to 48% in Grade 4, and from 31% to 43% in Grade 5.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR RLA, i-Ready Reading, common assessments, writing samples, formative assessments, PLC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement daily standards-aligned reading and writing instruction with explicit comprehension, vocabulary, written-response, and text-evidence instruction, supported by targeted small groups. **Strategy's Expected Result/Impact:** Walkthroughs, student work, PLC documentation, common assessments, i-Ready will all show systematic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, RLA Teachers, Interventionists. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1256

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct regular student-work analysis and short-cycle assessment cycles during PLCs to identify misconceptions and plan immediate reteaching, intervention, and extension. **Strategy's Expected Result/Impact:** Walkthroughs, student work, PLC documentation, common assessments, i-Ready will all show systematic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, RLA Teachers, Interventionists. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1257

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause**: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, Grade 5 Science achievement will increase to 50% Meets Grade Level or above and 15% Masters Grade Level on STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Final Spring 2026 performance standards were not established in the preliminary report supplied for this plan; students averaged 42% of available points

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement standards-aligned, inquiry-based science instruction incorporating hands-on investigation, academic vocabulary, data analysis, reading/writing in science, and frequent checks for understanding. **Strategy's Expected Result/Impact:** Walkthroughs, student work, PLC documentation, common assessments, TEKS Ready will all show systematic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Science Teachers, Interventionists. **Title I:** 2.51, 2.52 **- TEA Priorities:** 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** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				1258

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use common assessments and PLC analysis to identify low-performing science standards and provide spiral review, reteaching, intervention, and targeted student practice. **Strategy's Expected Result/Impact:** Walkthroughs, student work, PLC documentation, common assessments, TEKS Ready will all show systematic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Science Teachers, Interventionists. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

1259

Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.

Curriculum, Instruction, and Assessment

Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause**: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, Lee Buice Elementary will reduce achievement gaps between all students and special education/at-risk students in RLA and mathematics by at least 10 percentage points, as measured by STAAR Meets Grade Level performance and local assessment data.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR RLA, i-Ready Reading, common assessments, writing samples, formative assessments, PLC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen MTSS through scheduled intervention, frequent progress monitoring, flexible grouping, and documented instructional response. **Strategy's Expected Result/Impact:** The achievement gap between peers will decrease as students recieve targeted interventions through MTSS Academics/Behavior. **Staff Responsible for Monitoring:** Administrators, Teachers, MTSS Lead **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				1260

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide teachers with coaching and professional learning in specially designed instruction, accommodations, scaffolding, language supports, and differentiation while maintaining grade-level rigor. **Strategy's Expected Result/Impact:** The achievement gap between peers will decrease as students recieve targeted interventions through MTSS Academics/Behavior. Teachers will be able to lead with contextual understanding and implementation of content knowledge. **Staff Responsible for Monitoring:** Administrators, Instructional Coach **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** **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

1261

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause**: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause**: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

1262

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement evidence-based foundational literacy instruction with explicit instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, and writing as appropriate by grade level. District approved resource of Saxon Phonics. **Strategy's Expected Result/Impact:** 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				1263

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use i-Ready, classroom assessments, and progress-monitoring data to provide targeted small-group intervention and acceleration and regroup students based on current need. **Strategy's Expected Result/Impact:** 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers, MTSS Lead **Title I:** 2.51, 2.52 **- TEA Priorities:** 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:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

1264

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause**: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause**: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

Family and Community Engagement

Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause**: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

1265

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, Grade 3 STAAR RLA will increase from 66% to 75% Approaches, 38% to 50% Meets, and 12% to 20% Masters. The Spring 2026 baseline was 66% Approaches, 38% Meets, and 12% Masters.

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide explicit instruction in comprehension, vocabulary, written response, and evidence-based responses to increasingly complex text. **Strategy's Expected Result/Impact:** Walkthroughs, PLC discussions, Student Worksamples will show increased acadmeic growth. **Staff Responsible for Monitoring:** Aministration, Instructional Coach, Teachers **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - School Organization 2				1266

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use K-3 vertical PLCs and student-data reviews to identify prerequisite skill gaps before students reach Grade 3 and coordinate timely intervention. **Strategy's Expected Result/Impact:** Less skill gaps in Grade 3 RLA **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements: 1267

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, favorable student responses on the district/Panorama measure of sense of belonging/school connectedness will increase from 57% to 62%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement intentional relationship-building and student-belonging practices through classroom meetings, student recognition, leadership opportunities, mentoring/check-ins, and schoolwide celebrations. **Strategy's Expected Result/Impact:** Increased school connectedness. **Staff Responsible for Monitoring:** Administraors, Instructional Coach, Teachers, Counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- 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 **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				1268

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Review connectedness data by grade level and student group and develop targeted responses for students reporting low belonging or connection. **Strategy's Expected Result/Impact:** Increased school connectedness. **Staff Responsible for Monitoring:** Administraors, Instructional Coach, Teachers, Counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: By May 2027, Lee Buice Elementary will increase student attendance to 92% and reduce chronic absenteeism by 10% **Strategy's Expected Result/Impact:** Increased student attendance. **Staff Responsible for Monitoring:** Administrator, Teachers, Clerk, Families **Title I:** 2.51, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				1269

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Not all students demonstrate consistent connectedness, attendance, and positive behavioral engagement necessary to maximize instructional time and academic success. **Root Cause**: Campus systems for monitoring student connectedness, attendance, behavior trends, and early intervention have not been consistently integrated into one proactive, schoolwide process.

Family and Community Engagement

Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause**: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

1270

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, Lee Buice Elementary will reduce the number of students receiving disciplinary actions from the 2025-2026 baseline by at least 15%, while monitoring disproportionality among student groups.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama/student surveys, attendance reports, chronic absenteeism reports, discipline reports, walkthroughs, counseling records, family contacts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen schoolwide expectations, explicit behavior instruction, positive reinforcement, restorative responses, and classroom-management support. **Strategy's Expected Result/Impact:** Discipline Reports, Walkthrough Observations **Staff Responsible for Monitoring:** Administrators, Counselors, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1				1271

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Review discipline data monthly by grade, location, behavior, teacher, time, and student group and provide targeted intervention based on identified patterns. **Strategy's Expected Result/Impact:** Discipline Reports, Walkthrough Observations **Staff Responsible for Monitoring:** Administrators, Counselors, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1272

School Culture and Climate
Problem Statement 1: Not all students demonstrate consistent connectedness, attendance, and positive behavioral engagement necessary to maximize instructional time and academic success. **Root Cause**: Campus systems for monitoring student connectedness, attendance, behavior trends, and early intervention have not been consistently integrated into one proactive, schoolwide process.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause**: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Family and Community Engagement
Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause**: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the beginning of the 2027-2028 school year, Lee Buice Elementary will increase staff retention from 55.6% to at least 70%. The 2025-2026 campus rate was 55.6%.

Evaluation Data Sources: Staff Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured onboarding and mentoring system for new-to-Buice and early-career teachers. **Strategy's Expected Result/Impact:** Increased staff retention and teacher certification. **Staff Responsible for Monitoring:** Administration, Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 2				1273

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct regular staff feedback/temperature checks and respond to identified concerns related to workload, communication, support, recognition, and professional growth. **Strategy's Expected Result/Impact:** Increased staff retention and teacher certification. **Staff Responsible for Monitoring:** Administration, Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause**: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

1274

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of grade-level/content PLCs will demonstrate implementation of the campus PLC process, including standards analysis, student evidence, instructional response, intervention/enrichment decisions, and follow-up on previous actions.

Evaluation Data Sources: Walkthroughs, Staff Panorama, Retention Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use a common PLC protocol and agenda. **Strategy's Expected Result/Impact:** Increased teacher internalization and effectiveness. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Organization 2				1275

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators and the instructional coach will monitor PLC implementation and provide feedback/support. **Strategy's Expected Result/Impact:** Increased teacher internalization and effectiveness. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause**: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of instructional staff will participate in job-embedded professional learning aligned to campus achievement priorities, and at least 90% will demonstrate implementation of identified practices through walkthrough, coaching, PLC, or student-work evidence.

Evaluation Data Sources: Walkthroughs, TTESS, Staff Panorama Data, Observations, PLC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide targeted professional learning in rigorous Tier 1 instruction, data-driven instruction, differentiation, special education, language supports, literacy, mathematics, and classroom management **Strategy's Expected Result/Impact:** Increased teacher effectiveness and school connectedness. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 2 **Funding Sources:** Professional Developement - Title One School- Improvement - $14,000, Team Leads - Title One School- Improvement - $9,000				1277

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Require implementation follow-up through PLCs, coaching, walkthrough feedback, student-work analysis, and administrator monitoring. **Strategy's Expected Result/Impact:** Increased teacher effectiveness and school connectedness. **Staff Responsible for Monitoring:** Aministrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause**: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.

Curriculum, Instruction, and Assessment

Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause**: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Lee Buice Elementary will increase participation in academic family-engagement opportunities by at least 20% over the 2025-2026 baseline.

Evaluation Data Sources: Panorama Survey, PTA Membership Information

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide varied scheduling and multiple communication methods to increase accessibility and participation. **Strategy's Expected Result/Impact:** Increase participation in academic family-engagement opportunities by at least 20% over the 2025-2026 baseline. **Staff Responsible for Monitoring:** Aministrator, Counselor, Teachers, Staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause**: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, at least 90% of classrooms will demonstrate purposeful use of district-approved technology aligned to instructional objectives, differentiation, feedback, creation, collaboration, intervention, or enrichment as evidenced through walkthroughs and instructional artifacts.

Evaluation Data Sources: Panorama Survery, STAR, i-Ready, Walkthroughs, TTESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Include technology effectiveness in lesson planning, PLC discussion, walkthrough feedback, and coaching when appropriate. **Strategy's Expected Result/Impact:** 90% of classrooms will demonstrate purposeful use of district-approved technology **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Counselor, Teachers, Staff **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				1280

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause**: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause**: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause**: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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Ector County Independent School District

Lyndon B. Johnson Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

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Mission Statement

We Find Success in Each One, Some Way, Every Day!

Vision

At L.B. Johnson Elementary School, we envision a high-performing learning community where every student achieves excellence in reading, mathematics, science, and social studies. Through rigorous instruction, AVID strategies, social-emotional learning, innovation, and strong partnerships with families, we empower students to become confident learners, critical thinkers, compassionate leaders, and responsible citizens prepared for college, career, and life.

Value Statement

One Percent Better – We believe we can improve by one percent every single day. We set goals to achieve small improvements in each lesson.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, L.B. Johnson Elementary will increase the average percentage of students achieving the STAAR Meets Grade Level standard in Reading from 40.3% to 44%, with a targeted focus on improving achievement in 3rd and 4th Grade Reading through the consistent implementation of the ECISD Reading Framework, high-quality Tier I instruction, data-driven interventions, and rigorous, standards-aligned instructional practices

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: I-Ready, District and Campus Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement the ECISD Reading Framework with fidelity by delivering rigorous Tier I instruction, utilizing standards-aligned lesson annotations, explicit vocabulary instruction, close reading, collaborative learning, and frequent checks for understanding to ensure all students master grade-level reading standards. **Strategy's Expected Result/Impact:** Students will demonstrate stronger comprehension, vocabulary, and analytical reading skills, resulting in increased mastery of grade-level TEKS and higher performance on district assessments and the STAAR Reading assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 5 - Curriculum, Instruction, and Assessment 2, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use formative assessment data, common assessments, i-Ready, and STAAR-aligned data to identify student needs, provide targeted small-group intervention and enrichment, and monitor student progress through PLCs and instructional planning meetings. **Strategy's Expected Result/Impact:** Students will receive timely, targeted instruction based on individual learning needs, leading to accelerated academic growth, increased achievement in 3rd and 4th Grade Reading, and an increase in the percentage of students achieving the STAAR Meets Grade Level standard. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **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 Achievement 1 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Designate one Title I-funded ELAR Lead Teacher to provide targeted support in 3rd and 4th Grade Reading through small-group instruction, data analysis, teacher collaboration, and implementation of the ECISD Reading Framework. The teacher will focus on accelerating students toward STAAR Meets Grade Level and supporting the campus goal of increasing Reading Meets from 40.3% to 44% by May 2027. **Strategy's Expected Result/Impact:** The Title I ELAR Lead Teacher has demonstrated high STAAR Meets and Masters performance and will use proven instructional practices to coach and support 3rd and 4th grade teachers, strengthen Tier I instruction, and increase student achievement in Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **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 Achievement 5 - Curriculum, Instruction, and Assessment 6 **Funding Sources:** Title 1 Lead Position - Title One School-wide - $4,200				1286

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4: All reading teachers and instructional support staff will participate in ongoing professional development focused on the Science of Reading to strengthen evidence-based literacy instruction. Training will emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and the use of data to provide targeted, differentiated instruction. Campus leadership will monitor implementation through walkthroughs, coaching, PLCs, and student performance data to ensure strategies are implemented with fidelity.

Strategy's Expected Result/Impact: Implementation of Science of Reading practices will strengthen Tier I reading instruction, increase teacher effectiveness, and improve students' foundational literacy and comprehension skills. As a result, students are expected to demonstrate increased reading growth and achievement on campus, district, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Funding Sources: Science of Reading Professional Development - Title One School-wide - $6,000

No Progress | Accomplished | Continue/Modify | Discontinue

1287

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. **Root Cause**: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.

Problem Statement 5: While students are demonstrating foundational academic skills, additional emphasis is needed on higher-order thinking, academic vocabulary, written responses, and critical problem-solving to increase student performance at the Meets and Masters levels across all content areas. **Root Cause**: Instruction does not consistently provide students with rigorous opportunities to develop higher-order thinking, academic vocabulary, written responses, and critical problem-solving skills across all content areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. **Root Cause**: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.

Problem Statement 6: While students are demonstrating foundational academic skills, additional emphasis is needed on higher-order thinking, academic vocabulary, written responses, and critical problem-solving to increase student performance at the Meets and Masters levels across all content areas. **Root Cause**: Instruction does not consistently provide students with rigorous opportunities to develop higher-order thinking, academic vocabulary, written responses, and critical problem-solving skills across all content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, L.B. Johnson Elementary will increase the average percentage of students achieving the STAAR Meets Grade Level standard in Mathematics from 33% to 38%, with a targeted focus on improving achievement in Grades 4 and 5 through the consistent implementation of the ECISD Mathematics Framework, rigorous Tier I instruction, conceptual learning, mathematical discourse, and data-driven interventions.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: I-Ready, District and Campus Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement the ECISD Mathematics Framework with fidelity by delivering rigorous Tier I instruction that emphasizes conceptual understanding, mathematical discourse, problem-solving, multiple representations, and daily opportunities for students to justify their mathematical thinking **Strategy's Expected Result/Impact:** Students will develop stronger conceptual understanding, increase mathematical reasoning and problem-solving skills, and demonstrate higher levels of achievement on classroom assessments, district benchmarks, and the STAAR Mathematics assessment. **Staff Responsible for Monitoring:** Principals, Assistant Principals, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Achievement 1, 2, 3, 4, 8 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5				1288

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use common assessments, i-Ready, formative assessments, and STAAR-aligned data to identify student needs, provide targeted intervention and enrichment during small-group instruction and Knights of the Round Table (KORT), and monitor student progress through PLCs and data meetings. **Strategy's Expected Result/Impact:** Students will receive timely, data-driven instruction tailored to their individual needs, resulting in accelerated growth, increased proficiency in Grades 4 and 5 Mathematics, and a higher percentage of students achieving the STAAR Meets Grade Level standard. **Staff Responsible for Monitoring:** Principals, Assistant Principals, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will engage in professional development facilitated by Vontoure Learning, with a focus on hands-on, practical instructional applications. Teachers will collaborate to discuss, practice, and implement strategies that strengthen student engagement, rigor, and effective Tier I instruction. **Strategy's Expected Result/Impact:** Teachers will strengthen instructional practices through hands-on learning and collaboration, resulting in increased student engagement, stronger Tier I instruction, and improved student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional Development-Vontoure - Title One School-wide - $2,200				1289

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will implement i-Ready Fluency Flight for 7 minutes daily and incorporate Bluebonnet Sprints to strengthen math fluency. Students in Grades 1-3 will complete Formative Loop daily, while K-1 students will participate in daily Calendar Math to build foundational math skills and automaticity. **Strategy's Expected Result/Impact:** Students will demonstrate increased math fact fluency, number sense, accuracy, and automaticity, resulting in stronger foundational skills and improved overall math achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The Principal, Assistant Principal, MCLs, and Department Leads will conduct frequent daily instructional walkthroughs and provide teachers with timely, actionable feedback. Coaching in the moment will be implemented campuswide to strengthen Tier I instruction, address instructional needs immediately, and promote continuous teacher growth. **Strategy's Expected Result/Impact:** Frequent walkthroughs and in-the-moment coaching will strengthen instructional practices, increase consistency and rigor across classrooms, and improve student engagement and academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture Program - Title One School-wide - $35,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Students identified as High Did Not Meet (DNM) and High Approaches in Math will participate in one hour of targeted after-school tutoring. Instruction will focus on identified TEKS gaps, mathematical reasoning, problem-solving, computation, and multiple representations. Student progress will be monitored through formative assessments and data reviews to provide targeted instruction and accelerate students toward the next STAAR performance level. **Strategy's Expected Result/Impact:** Targeted after-school math tutorials will provide additional instructional time to close identified TEKS gaps and strengthen mathematical reasoning and problem-solving skills. Students identified as High DNM and High Approaches are expected to demonstrate accelerated growth, increasing movement from DNM to Approaches and from Approaches to Meets or Masters, resulting in improved STAAR Math performance and overall campus accountability outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** After School Tutorials - Title One School-wide - $7,500				1290

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: By May 2027, identified students performing at high DNM and high Approaches will receive targeted math support from a part-time tutor to increase student growth and move students to the next STAAR performance level. **Strategy's Expected Result/Impact:** Students will strengthen math skills and increase performance from DNM to Approaches and Approaches to Meets. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, Department Leads **ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. **Root Cause**: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across 1291

Student Achievement
Problem Statement 1: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. **Root Cause**: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.
Problem Statement 2: Mathematics achievement continues to be an area of focus, particularly in Grades 4 and 5, where a significant number of students performed at the Approaches level rather than the Meets or Masters levels. Students need increased opportunities to engage in conceptual problem-solving, mathematical reasoning, and real-world application to accelerate achievement. **Root Cause**: Tier I mathematics instruction is not consistently emphasizing conceptual understanding, mathematical reasoning, and problem-solving at the level of rigor needed to move students from the Approaches performance level to Meets and Masters.
Problem Statement 3: Achievement gaps continue to exist among student groups, including Emergent Bilingual, Special Education, and At-Risk students. Additional differentiated instruction, targeted interventions, and progress monitoring are needed to ensure all student groups demonstrate academic growth and proficiency. **Root Cause**: Targeted supports and differentiated Tier I instruction are not consistently implemented to address the diverse academic needs of Emergent Bilingual, Special Education, and At-Risk students, resulting in persistent achievement gaps.
Problem Statement 4: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. **Root Cause**: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across

Student Achievement

Problem Statement 8: L.B. Johnson Elementary is projected to receive a C accountability rating, primarily due to mathematics performance and growth. **Root Cause**: Mathematics instruction has not been implemented consistently with the ECISD Mathematics Framework. Teachers have demonstrated inconsistent use of hands-on manipulatives, multiple representations, and research-based instructional strategies, limiting students' conceptual understanding, mathematical discourse, and overall achievement.

Curriculum, Instruction, and Assessment

Problem Statement 1: L.B. Johnson Elementary is projected to receive a C accountability rating, primarily due to mathematics performance and growth. **Root Cause**: Mathematics instruction has not been implemented consistently with the ECISD Mathematics Framework. Teachers have demonstrated inconsistent use of hands-on manipulatives, multiple representations, and research-based instructional strategies, limiting students' conceptual understanding, mathematical discourse, and overall achievement.

Problem Statement 2: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. **Root Cause**: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.

Problem Statement 3: Mathematics achievement continues to be an area of focus, particularly in Grades 4 and 5, where a significant number of students performed at the Approaches level rather than the Meets or Masters levels. Students need increased opportunities to engage in conceptual problem-solving, mathematical reasoning, and real-world application to accelerate achievement. **Root Cause**: Tier I mathematics instruction is not consistently emphasizing conceptual understanding, mathematical reasoning, and problem-solving at the level of rigor needed to move students from the Approaches performance level to Meets and Masters.

Problem Statement 4: Achievement gaps continue to exist among student groups, including Emergent Bilingual, Special Education, and At-Risk students. Additional differentiated instruction, targeted interventions, and progress monitoring are needed to ensure all student groups demonstrate academic growth and proficiency. **Root Cause**: Targeted supports and differentiated Tier I instruction are not consistently implemented to address the diverse academic needs of Emergent Bilingual, Special Education, and At-Risk students, resulting in persistent achievement gaps.

Problem Statement 5: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. **Root Cause**: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across 1292

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, L.B. Johnson Elementary will increase 5th Grade Science student achievement as measured by the STAAR Science assessment, with 70% of students achieving Approaches Grade Level or above, 35% achieving Meets Grade Level or above, and 19% achieving Masters Grade Level.

Evaluation Data Sources: Campus Based Assessment, District Based Assessment, Summit K-12 Science Data, STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will engage in daily TEKS-aligned science lessons and activities through Summit K-12 to reinforce grade-level science concepts, academic vocabulary, and STAAR readiness. Teachers will monitor student progress and utilize Summit K-12 data to identify learning gaps, provide targeted intervention, and increase student achievement at the Approaches, Meets, and Masters performance levels. **Strategy's Expected Result/Impact:** Daily use of Summit K-12 will strengthen students' understanding of grade-level science TEKS, reinforce academic vocabulary and scientific reasoning, and provide consistent practice with science concepts. This targeted instruction will help close learning gaps and increase the percentage of students achieving Approaches, Meets, and Masters Grade Level on STAAR Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Title 1 Science Department Lead **Funding Sources:** Summit K-12 Program - Title One School-wide - $6,385				1293

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Title I Lead Science Teacher will collaborate with all science teachers to strengthen their understanding and implementation of the science curriculum and grade-level TEKS. The Lead Science Teacher will support teachers through collaborative planning, modeling, resource alignment, data analysis, and instructional coaching to ensure rigorous, TEKS-aligned science instruction is implemented with fidelity across classrooms. **Strategy's Expected Result/Impact:** Support from the Title I Lead Science Teacher will strengthen teachers' content knowledge, curriculum alignment, and instructional planning. Increased consistency and rigor in science instruction will improve student mastery of grade-level TEKS and contribute to increased performance at the Approaches, Meets, and Masters Grade Level standards on STAAR Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Title 1 Science Department Lead **Funding Sources:** Title 1 Lead Science Teacher - Title One School-wide - $4,200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 teachers and students will utilize the campus science lab weekly to participate in hands-on, TEKS-aligned science investigations. Students will engage in inquiry-based learning, experiments, observations, data collection, and scientific reasoning to strengthen conceptual understanding and application of grade-level science content. **Strategy's Expected Result/Impact:** Weekly hands-on science lab experiences will increase student engagement, scientific inquiry, critical thinking, and application of grade-level TEKS. Consistent laboratory experiences across K-5 will strengthen students' conceptual understanding and build foundational science skills, resulting in increased science achievement and improved performance on campus, district, and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Title 1 Department Lead				

No Progress Accomplished Continue/Modify Discontinue

1294

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of 3rd Grade students achieving the STAAR Meets Grade Level standard in Reading will increase from 36% to 42% through the consistent implementation of the ECISD Reading Framework, high-quality Tier I instruction, explicit vocabulary and comprehension instruction, small-group interventions, data-driven PLCs, and rigorous, standards-aligned instructional practices.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: I-Ready, District and Campuse Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement the ECISD Reading Framework with fidelity by providing rigorous Tier I instruction that includes explicit vocabulary instruction, close reading, comprehension strategies, collaborative discussions, and frequent checks for understanding aligned to the TEKS. **Strategy's Expected Result/Impact:** Students will strengthen reading comprehension, vocabulary acquisition, and critical thinking skills, resulting in increased mastery of grade-level standards and improved performance on classroom, district, and STAAR Reading assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1295

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Science of Reading Part 2 professional development and consistently apply evidence-based literacy practices throughout the school year to strengthen Tier I reading instruction and student achievement. **Strategy's Expected Result/Impact:** Teachers will strengthen evidence-based reading instruction, resulting in improved foundational literacy skills, increased student growth, and higher achievement in Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **Funding Sources:** Strobel Education-Science of Reading Part 2 Professional Development - Title One School-wide - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers in Grades 3-5 will utilize Creatium-AI to create engaging, rigorous, and standards-aligned lessons and activities that promote student participation, critical thinking, and mastery of grade-level content. **Strategy's Expected Result/Impact:** Students will experience more engaging, rigorous, and differentiated learning opportunities, resulting in increased student participation, deeper understanding of content, and improved academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1296

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, at least 60% of students in each K-5 ELAR classroom will meet or exceed their individual i-Ready Reading growth goals, as measured by i-Ready diagnostic and progress-monitoring data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: I-Ready Diagnostic

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All K-5 ELAR teachers will utilize i-Ready Reading with fidelity to provide differentiated, individualized instruction based on students' diagnostic data and identified skill gaps. Teachers will monitor student progress regularly, utilize i-Ready instructional resources to supplement grade-level TEKS, and provide targeted small-group intervention and enrichment to ensure students make progress toward their individual i-Ready Reading growth goals. **Strategy's Expected Result/Impact:** Consistent implementation of i-Ready Reading will provide students with targeted instruction based on individual learning needs, close identified reading skill gaps, and promote measurable academic growth. As a result, at least 60% of students in each ELAR classroom will meet or exceed their individual i-Ready Reading growth goals, strengthening overall reading achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Title 1 Department Leads, **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1297

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, 100% of classrooms at L.B. Johnson Elementary will consistently implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies during Tier I instruction to strengthen student engagement, critical thinking, communication, and academic readiness, ensuring students develop the foundational skills necessary for future College, Career, and Military Readiness (CCMR)

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Evidenced by classroom walkthroughs, lesson plans, student work samples, and instructional observations, resulting in increased student engagement, academic discourse, organization, and rigorous learning experiences that prepare students for future College, Career, and Military Readiness (CCMR).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will consistently implement AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading-- across content areas to increase rigor, student engagement, critical thinking, and academic ownership. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, organization, academic discourse, critical thinking, and independence, resulting in stronger mastery of grade-level standards and improved academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus AVID Coordinator, MCLs, Department Leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID Campus Coordinator will take a more active leadership role in supporting and monitoring the campuswide implementation of AVID WICOR strategies through professional learning, modeling, collaboration, and instructional support. **Strategy's Expected Result/Impact:** Increased leadership and support from the AVID Campus Coordinator will result in more consistent implementation of WICOR strategies, increased instructional rigor, stronger student engagement, and improved academic achievement across content areas. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads, AVID Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, LBJ Elementary will increase and maintain its average daily student attendance rate to at least 95%, as measured by campus attendance data.

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administration will monitor student attendance daily to identify attendance concerns, patterns of absences, and students at risk for chronic absenteeism. Administration will provide timely follow-up with students and families and implement targeted interventions to support LBJ Elementary in achieving and maintaining a 95% attendance rate. **Strategy's Expected Result/Impact:** Daily monitoring by campus administration will allow LBJ Elementary to quickly identify and address attendance concerns, reduce chronic absenteeism, increase instructional time for students, and support the campus goal of achieving a 95% average daily attendance rate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture				1299

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LBJ Elementary will implement student attendance incentives and recognition programs to promote consistent daily attendance. Students and classrooms demonstrating excellent or improved attendance will be recognized regularly to encourage students and families to prioritize daily school attendance. **Strategy's Expected Result/Impact:** Attendance incentives and recognition will increase student motivation to attend school consistently, promote a positive culture around daily attendance, reduce student absences, and support LBJ Elementary in achieving and maintaining its 95% attendance goal **Staff Responsible for Monitoring:** Counselor and Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

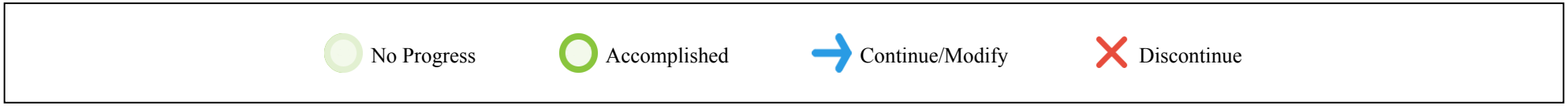
Performance Objective 3: By May 2027, L.B. Johnson Elementary will strengthen student and staff school culture and climate by increasing the Student School Climate score from 53% to at least 60% and maintaining Staff School Leadership and Belonging scores at 90% or higher, as measured by annual campus climate surveys. The campus will focus on increasing student belonging, connectedness, peer-to-peer respect, consistent behavior expectations, and staff well-being.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus counselor will provide Social-Emotional Learning (SEL) instruction to students in Kindergarten through 5th grade as part of the campus specials rotation. Lessons will focus on building positive relationships, peer-to-peer respect, self-management, responsible decision-making, conflict resolution, and a strong sense of belonging and connectedness to the school community. **Strategy's Expected Result/Impact:** Consistent SEL instruction will strengthen students' social-emotional skills, improve peer-to-peer relationships, increase students' sense of belonging and connectedness, reduce behavioral concerns, and contribute to a more positive and supportive school climate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture				1300

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in Kindergarten through 5th grade will engage in Classroom Champions lessons every Monday with fidelity. Lessons will focus on developing character, leadership, perseverance, goal-setting, positive relationships, and social-emotional skills to strengthen students' sense of belonging and contribute to a positive school culture. **Strategy's Expected Result/Impact:** Weekly Classroom Champions lessons will strengthen students' leadership, character, resilience, and social-emotional skills while promoting positive relationships and responsible decision-making. Consistent implementation will increase students' sense of belonging and connectedness and contribute to an improved overall school climate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture				



1301

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, L.B. Johnson Elementary will reduce student discipline incidents by at least 10% from the 2025-2026 baseline through the consistent implementation of campus-wide behavior expectations, Social-Emotional Learning (SEL), Classroom Champions, I-Lead, LiveSchool, and proactive behavioral supports, as measured by campus discipline referral and incident data.

Evaluation Data Sources: Discipline referral reports, campus behavior data, LiveSchool data, and administrative discipline records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: L.B. Johnson Elementary will consistently implement LiveSchool and the campus behavior expectations in Grades K-5 to reinforce positive behavior, recognize students demonstrating appropriate conduct, and provide consistent expectations across all campus settings. **Strategy's Expected Result/Impact:** Consistent reinforcement of positive behavior will increase student accountability, improve behavior choices, reduce discipline referrals, and contribute to a safe and positive school environment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Counselor **ESF Levers:** Lever 3: Positive School Culture				1302

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in Grades K-5 will participate in proactive social-emotional and character education through counselor-led SEL lessons, Classroom Champions, and I-Lead. Instruction will focus on self-management, responsible decision-making, conflict resolution, respect, and positive peer interactions. **Strategy's Expected Result/Impact:** Explicit instruction in social-emotional and behavioral skills will strengthen students' ability to manage emotions, resolve conflicts appropriately, and make responsible decisions, resulting in fewer behavioral incidents and improved school climate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor. **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 90-100% of all LBJ Elementary students will be actively engaged daily during Workstations and Knights of the Round Table (KORT) as measured through daily classroom observations, weekly instructional walkthroughs, instructional rounds, and campus observation data. Active engagement includes students consistently participating in assigned learning tasks, collaborating appropriately, using instructional materials with fidelity, remaining on task, and transitioning efficiently between learning activities to maximize instructional time. Success will be demonstrated when classrooms consistently maintain 90-100% daily student engagement during these instructional blocks.

Evaluation Data Sources: Evidenced by classroom walkthroughs, lesson plans, student work samples, and instructional observations, resulting in increased student engagement, academic discourse, organization, and rigorous learning experiences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement structured Workstations and Knights of the Round Table (KORT) daily using clearly defined procedures, purposeful learning tasks, and differentiated student groupings based on assessment data to ensure all students are actively engaged in rigorous instruction. **Strategy's Expected Result/Impact:** Students will remain actively engaged in meaningful learning tasks, receive instruction targeted to their individual needs, and maximize instructional time through effective transitions and purposeful collaboration. As a result, student achievement, academic growth, and overall classroom engagement will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Department Leads **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1303

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators, instructional coaches, and teacher leaders will conduct regular classroom walkthroughs, instructional rounds, and data reviews to monitor student engagement, provide timely feedback, and support teachers in maintaining 90-100% active student engagement during Workstations and KORT. **Strategy's Expected Result/Impact:** Teachers will continuously improve instructional practices through timely feedback and coaching, resulting in consistent implementation of Workstations and Knights of the Round Table. As a result, classrooms will maintain high levels of student engagement, maximize instructional time, and improve student achievement. **Staff Responsible for Monitoring:** Principals, Assistant Principal, MCLs, Department Leads				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 60% of students in each K-5 Math classroom will meet or exceed their individual i-Ready Math growth goals, as measured by i-Ready diagnostic and progress-monitoring data.

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All K-5 Math teachers will implement i-Ready Math with fidelity to provide differentiated instruction aligned to students' individual learning needs. Teachers will utilize diagnostic data to identify skill gaps, provide targeted small-group instruction, supplement grade-level TEKS with i-Ready resources, and monitor student progress regularly to ensure students are making progress toward their individual i-Ready Math growth goals. **Strategy's Expected Result/Impact:** Consistent implementation of i-Ready Math will provide students with targeted, differentiated instruction to address individual skill gaps and strengthen grade-level mathematical understanding. As a result, at least 60% of students in each Math classroom will meet or exceed their individual i-Ready Math growth goals, contributing to increased overall math achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1304

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of LBJ Elementary classrooms will implement the campus culture program with fidelity by conducting Classroom Champions every Monday and I-Lead every Friday. Teachers will consistently reinforce positive student behaviors by issuing LiveSchool points daily (Grades Kinder-5) to students who earn them based on the LBJ Elementary LiveSchool Rubric.

Evaluation Data Sources: Implementation will be monitored through classroom walkthroughs, LiveSchool usage reports, and campus observations to ensure consistent expectations, increased student engagement, positive behavior, and the development of leadership skills across the campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement Classroom Champions every Monday, I-Lead every Friday, and consistently award LiveSchool points daily (Grades K-5) based on the LBJ Elementary LiveSchool Rubric. **Strategy's Expected Result/Impact:** As a result, students will demonstrate increased positive behaviors, stronger leadership skills, improved engagement, and a positive school culture that supports academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, Counselor, Department Leads **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				1305

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Milam Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

1306

Mission Statement

The mission of Milam Elementary School is to cultivate successful and productive students who are collaborators, critical thinkers, problem solvers, risk-takers, and scholars who understand the value of artistic expression and the arts. The school aims to foster emotionally mature individuals who are well-equipped to navigate a changing world.

Vision

Our vision is a community where all staff and scholars feel safe, supported, loved, respected, and encouraged to be lifelong learners who positively contribute to our world. They will take the wonderful elements of Milam with them everywhere they go!!

Value Statement

#ItsOURtimetoSHINE

Milam Core Values: Respect, Positivity, Integrity, Trustworthyness, Problem-Solver, Critical-Thinker, Creative-Mind, Perserverance, Leadership

1307

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Board Goals 4

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation. Funding Source & Budget: Assign relevant Title I or local funding codes if applicable. Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers. Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports). 4

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 1: By May 2027, positive perception responses on district climate and culture surveys across staff, students, and parents will increase from 58% to 75%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

1309

Evaluation Data Sources: District climate and culture surveys (staff, student, and family), quarterly feedback loop evaluations, and campus attendance/engagement reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement daily phonemic awareness, vocabulary development, and early numeracy small-group routines using aligned pre-K and kindergarten instructional materials. **Problem Statements:** Curriculum, Instruction, and Assessment 1				 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 2: By May 2027, the percentage of 3rd-5th grade students performing at or above the "Meets Grade Level" standard on STAAR reading and math assessments will increase from 35% to 48%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

1310

Evaluation Data Sources: STAAR RLA and Math performance and growth reports, district benchmark assessments, and campus progress monitoring logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement daily data-driven small-group instruction and targeted intervention blocks using supplemental STAAR-aligned materials to close learning gaps in 3rd-5th grade reading and math. **Strategy's Expected Result/Impact:** Higher student mastery of core reading and math concepts, leading to increased grade-level growth on campus benchmark assessments and improved STAAR "Meets" performance across 3rd-5th grades. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, and Math/RLA Instructional Coaches **Problem Statements:** Demographics 2				Continue/ Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 3: By May 2027, the percentage of entering kindergarten students meeting or exceeding the kindergarten readiness benchmark will increase from 56% to 65%.

HB3 Board Goal

Evaluation Data Sources: TX-KEA (Texas Kindergarten Entry Assessment) results, mCLASS/DIBELS benchmark data, and district pre-K progress monitoring reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement daily phonemic awareness, vocabulary development, and early numeracy small-group routines using aligned pre-K and kindergarten instructional materials. **Problem Statements:** Curriculum, Instruction, and Assessment 1				 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of students achieving or exceeding their Math RIT growth goal in grades Kindergarten through 5th grade will increase from 59% to 70%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Math performance and growth reports, district benchmark assessments, and monthly campus progress monitoring logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize bi-weekly PLC data meetings to analyze campus formative assessment data, aligning Tier 1 instruction and designing targeted small-group math interventions. **Strategy's Expected Result/Impact:** Increased student performance on Math assessments across K-5, evidenced by higher percentages of students meeting individual RIT growth goals through data-driven PLC instructional adjustments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Math Interventionists **Problem Statements:** Demographics 2 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1				 Continue/Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, the percentage of students achieving or exceeding their reading RIT growth goal in grades Kindergarten through 5th grade will increase from 52% to 72% on the STAAR assessment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR reading data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement daily, targeted small-group guided reading interventions and phonics/fluency routines during intervention blocks to support students performing below grade level. **Strategy's Expected Result/Impact:** Enhanced teacher instructional capacity in evidence-based literacy routines, leading to increased student reading comprehension, vocabulary development, and growth on district benchmarks and STAAR reading assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Reading Interventionists **Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 1				Continue/Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 4: Classroom Excellence

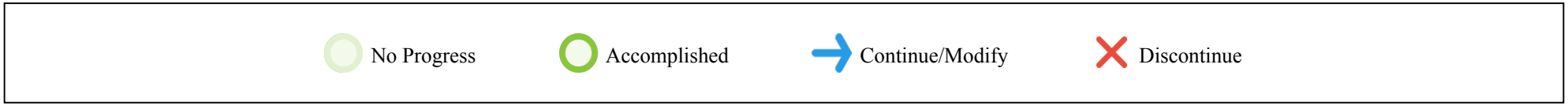
Performance Objective 1: By May 2027, 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 30% to 45%.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly hands-on science inquiry labs and structured Claim-Evidence-Reasoning (CER) writing routines to deepen 5th-grade students' conceptual understanding and scientific reasoning skills. **Strategy's Expected Result/Impact:** Increased student mastery of 5th-grade science concepts and improved scientific writing proficiency on CER tasks, leading to higher achievement on district checkpoints and the STAAR Science assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, 5th Grade Science Teachers **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1				 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize bi-weekly PLC data meetings to analyze campus formative assessment data, adjusting Tier 1 core instruction and designing targeted small-group interventions. **Strategy's Expected Result/Impact:** Increased student performance on assessments across grades K-5, evidenced by higher percentages of students meeting individual RIT growth goals through data-driven PLC instructional adjustments. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Math Interventionists **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement daily, targeted small-group math interventions and supplemental digital learning paths during intervention blocks to accelerate growth for students performing below grade level. **Strategy's Expected Result/Impact:** Accelerated math proficiency and reduced learning gaps for K-5 students performing below grade level, leading to increased percentage of students meeting individual NWEA MAP Math growth targets. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Math Interventionists **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1				 Continue/ Modify



1315

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of 3rd through 5th grade students achieving or exceeding the "Meets Grade Level" standard on the STAAR Math assessment will increase from 35% to 48%.

Evaluation Data Sources: STAAR Math performance and growth reports, district benchmark assessments, and monthly campus progress monitoring logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement bi-weekly math PLC data meetings to analyze district benchmark data, identify student learning gaps, and deliver targeted Tier 2 small-group math interventions during daily intervention blocks. **Strategy's Expected Result/Impact:** Increased student math mastery on district benchmarks and checkpoints, leading to timely Tier 2 interventions and measurable growth toward the 48% target on the STAAR Math assessment. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, and Math Instructional Coach **Problem Statements:** Demographics 2				 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

1316

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, the percentage of students reporting a positive sense of school connectedness on the Panorama climate survey will increase from 59% to 70%.

Evaluation Data Sources: Panorama Student Climate & Culture Survey results, campus connectedness pulse checks, and student council feedback logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement campus-wide daily morning meetings and structured advisory periods to foster positive peer-to-peer relationships and staff-student mentorship across all grade levels. **Strategy's Expected Result/Impact:** Increased student-to-peer and student-to-staff relationship building, leading to improved campus climate, reduced behavioral disruptions, and higher student connectedness on the Panorama survey. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, and Campus Counselors **Problem Statements:** Family and Community Engagement 2				Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

1317

Ector County Independent School District

Murry Fly Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1318

Mission Statement

Murry Fly Mission Statement

With a commitment to excellence, Murry Fly's mission is to provide powerful teaching and learning opportunities combined with high expectations, guiding all learners to achieve their full potential.

Vision

Murry Fly Vision Statement

Our vision is to be the academic leader in our community by encouraging students to become self-motivated learners and guiding them to reach their full potential through academic rigor. We are committed to involving parents in their child’s lifelong learning journey and to providing a safe, nurturing environment supported by active engagement from community stakeholders.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 44% to 55%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: 2027 STAAR Assessment,iReady Diagnostic Data, Checkpoint Data,Walkthrough data,Student data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly Math Teachers will incorporate iReady into their daily Math block to build Math fluency and ensure student growth. **Strategy's Expected Result/Impact:** Murry Fly students will demonstrate increased math fluency and measurable academic growth through the consistent and purposeful integration of i-Ready into the daily math block, allowing teachers to provide targeted instruction based on individual student needs. **Staff Responsible for Monitoring:** Administrators, MCL, Teachers **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:** Demographics 1				

1321

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use district approved Math resources, such as SAVVAS, to provide effective Tier 1 Instruction for all students. **Strategy's Expected Result/Impact:** Students will demonstrate increased math achievement and mastery of grade-level standards through consistent, high-quality Tier 1 instruction using district-approved resources, with instruction aligned to student needs and grade-level expectations. **Staff Responsible for Monitoring:** Administrators, MCL, Teachers **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:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. **Strategy's Expected Result/Impact:** Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. **Staff Responsible for Monitoring:** Administrators, MCLs, Lead Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Multi Classroom Leaders - Title One School-wide - $98,000				1322

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause**: The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause**: The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

1323

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 42% to 50%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: 2027 STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction for all students. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1324

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. **Strategy's Expected Result/Impact:** Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. **Staff Responsible for Monitoring:** Administrators, MCLs, Lead Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Lead Teacher Stipend - Title One School-wide - $17,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause**: The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

1325

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 20% to 30%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: 2027 STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will participate in district-provided professional learning focused on the Science adoption and Science Cut Ups. Teachers will follow the established scope and sequence to ensure consistent implementation of the curriculum and promote student growth and achievement. **Strategy's Expected Result/Impact:** Students will demonstrate increased science achievement and mastery of grade-level standards through consistent implementation of the adopted science curriculum, aligned instruction, and effective use of Science Cut Ups to strengthen content knowledge, engagement, and academic growth. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1326

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although Reading and Mathematics performance improved, 5th Grade Science achievement remains significantly lower, with only 54% of students meeting the Approaches standard, 20% meeting the Meets standard, and 6% achieving Masters. Science performance for Emergent Bilingual students remains especially low, with only 46% Approaches, 12% Meets, and 0% Masters, indicating persistent achievement gaps. **Root Cause**: Science instruction has not consistently provided students with rigorous, TEKS-aligned learning experiences that integrate academic vocabulary, inquiry-based instruction, and targeted interventions. Additionally, students--particularly Emergent Bilingual and Special Education populations--need more frequent opportunities to engage in hands-on investigations and scientific discourse.
Curriculum, Instruction, and Assessment
Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause**: The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

1327

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 53 % to 60%.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: EOY iReady reading assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will engage in rigorous, grade-level instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1				1328

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students in grades K-3 will consistently complete their recommended i-Ready instructional minutes to support individualized learning and promote academic growth. **Strategy's Expected Result/Impact:** Students in grades K-3 will demonstrate increased reading and math achievement through consistent completion of recommended i-Ready instructional minutes, providing targeted practice aligned to individual learning needs and supporting measurable academic growth. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause**: The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.

1329

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 42 % to 48%.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Evaluation data will be collected from the Grade 3 Reading STAAR assessment results to measure the percentage of students performing at the MEETS level, with a goal of increasing performance from 42% to 48%. Progress toward the goal will also be monitored throughout the year using i-Ready Reading data, district benchmarks, and campus checkpoints to identify student needs and adjust instruction accordingly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. **Strategy's Expected Result/Impact:** Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. **Staff Responsible for Monitoring:** Administrators, MCLs, Lead Teachers **Problem Statements:** Curriculum, Instruction, and Assessment 1				1330

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use iReady lessons and resources for targeted instruction. **Strategy's Expected Result/Impact:** Students will receive scaffolded instruction modeled after STAAR, addressing specific student needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly Elementary will provide targeted Tier 2 and Tier 3 academic support based on student needs and progress-monitoring data using 4 Title I aides. **Strategy's Expected Result/Impact:** Identified students will receive small-group interventions with approximately 3-4 students per group, with 30 minutes of targeted support provided daily for every three assigned teachers. Student progress will be monitored regularly, and interventions will be adjusted based on formative and summative data to ensure students receive the appropriate level of support and continue progressing toward grade-level expectations. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Aides Title I - Title One School-wide - $132,000				

No Progress Accomplished Continue/Modify Discontinue

1331

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause**: The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.

Curriculum, Instruction, and Assessment
Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause**: The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 67% to 70%.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%,
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: PANORAMA SURVEY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom teacher will incorporate weekly SEL using i-Lead. Our school counselor will also provide Guidance Lessons monthly for every classroom. **Strategy's Expected Result/Impact:** Students will participate in discussions and activities that will help them feel cared for by teachers and peers. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				1332

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will house a full time social worker from Communities in Schools focusing on working with at risk students and their families. **Strategy's Expected Result/Impact:** Attendance, SEL and academic issues addressed **Staff Responsible for Monitoring:** Administrators, Communities in Schools Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause**: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

1333

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 94 to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: DAILY ATTENDANCE REPORTS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will generate weekly and monthly attendance reports and proactively contact parents of students with chronic absences. In alignment with the district truancy policy, the school will make and document parent contact when a student reaches 3, 5, 7, and 10 absences to address attendance concerns and provide appropriate support. **Strategy's Expected Result/Impact:** Parents will receive ongoing education regarding the importance of regular student attendance and its direct impact on student learning and academic achievement. **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Counselor, Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1334

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will host monthly attendance celebrations to recognize and reward the class with the highest attendance in each grade level, promoting a positive culture of consistent student attendance. **Strategy's Expected Result/Impact:** Monthly attendance celebrations will encourage consistent student attendance, contributing to improved overall attendance rates and increased student engagement across all grade levels. **Staff Responsible for Monitoring:** Classroom teachers, Counselors, Administrators, Communities in Schools Coordinator **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: As the campus continues to grow, maintaining consistent expectations, communication, and engagement practices across all areas of the school remains an ongoing focus to ensure all stakeholders feel valued, supported, and connected to the Murry Fly community. **Root Cause**: There is a need for ongoing opportunities to strengthen communication, build relationships, reinforce campus expectations, and ensure all stakeholders have a shared understanding of the school's mission, vision, and values.

1335

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 3% to 0%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: PEIMS discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use restorative practices to address student behavior in a positive way, by consistently using CHAMPS and implementing Emergent Tree to create a positive and respectful school environment. **Strategy's Expected Result/Impact:** Staff will support students in resolving conflicts through restorative conversations and problem-solving strategies rather than relying on referrals that may result in suspensions or removals from class. This approach will help keep students engaged in the learning environment and minimize instructional disruptions. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				1336

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors will meet regularly with students to develop social-emotional skills, strengthen emotional regulation, and build positive relationships. These proactive supports will help students develop effective coping and communication strategies, reducing the likelihood of behavioral concerns before they occur. **Strategy's Expected Result/Impact:** This proactive support will help reduce behavioral concerns by addressing them early and providing students with strategies to make positive choices. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause**: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

1337

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase the percentage of Certified teachers in ECISD classrooms by 2.5% by June 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Continue to monitor and evaluate current employee Individualized Certification Plans and implement Individualized Certification Plans for new hires to ensure information, accountability, and support in obtaining their teaching certification. **Strategy's Expected Result/Impact:** Increase in the percentage of certified staff. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incorporate individualized plans and communications with our current non certified instructional staff, including District of Innovation (DOI) Non-certified Teachers and Instructional Facilitators (Instructional Facilitators) to ensure information, accountability, and support in obtaining their teaching certification. **Strategy's Expected Result/Impact:** Communication, Support, and accountability to help non-certified instructional staff work towards certification. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause**: As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.

1339

Board Goal 4: Classroom Excellence

Performance Objective 2: Decrease the percentage of ECISD classrooms staffed by uncertified teachers from 22% to 18% by May 2027.

Evaluation Data Sources: Teacher Certification Data, PEIMS Staffing Data, HR Vacancy Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monitor certification progress and provide targeted support for district uncertified teachers. **Strategy's Expected Result/Impact:** Decrease the percentage of Murry Fly classrooms staffed by uncertified teachers **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incorporate individualized plans and communications with our current non certified instructional staff, including District of Innovation (DOI) Non-certified Teachers and Instructional Facilitators (Instructional Facilitators) to ensure information, accountability, and support in obtaining their teaching certification. **Strategy's Expected Result/Impact:** Communication, Support, and accountability to help non-certified instructional staff work towards certification. **Staff Responsible for Monitoring:** Campus Principal **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause**: As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.

1341

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase Multi-Classroom Leader (MCL) capacity by 10% during the 2026-2027 school year to strengthen coaching practices and improve student achievement, with a focus on increasing student growth and performance in the classrooms of teachers receiving MCL coaching.

Evaluation Data Sources: OC participation data, Campus staffing Data, TIA data, student assessment data-iReady, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will participate in targeted professional learning, coaching, and leadership opportunities to strengthen their skills in instructional coaching, data analysis, PLC facilitation, and teacher support, resulting in a 10% increase in MCL capacity during the 2026-27 school year. **Strategy's Expected Result/Impact:** The increased MCL capacity will strengthen teacher support, improve PLC effectiveness, and promote data-driven instructional practices, resulting in improved teaching and student learning outcomes. **Staff Responsible for Monitoring:** Administrators, MCLs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				1342

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs will lead regular PLCs, model effective instructional practices, and collaborate with teachers to strengthen instructional capacity and leadership skills throughout the 2026-27 school year. **Strategy's Expected Result/Impact:** This strategy will strengthen instructional practices, increase teacher collaboration, and improve PLC effectiveness, resulting in more consistent, high-quality instruction and improved student outcomes. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCLs will be supported by Reach Associates or Teacher Residents who will cover their classes, allowing MCLs time to coach and support teachers through observations, modeling, and planning. **Strategy's Expected Result/Impact:** MCLs will have increased capacity to coach and support teachers consistently. This will lead to improved instructional practices and stronger student outcomes across classrooms. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Organization 1 **Funding Sources:** Reach Associates - Title One School-wide - $66,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention	1343
Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause**: As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.	

School Organization
Problem Statement 1: Ensuring that PLC time is consistently focused on analyzing student data, identifying instructional gaps, and developing targeted interventions is essential to increasing student achievement and accelerating academic growth. **Root Cause**: Teachers have varying levels of experience and confidence with utilizing student data to drive instructional decisions and implementing differentiated instructional strategies.

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase the number of time our counselors meet the expectation of spending by at least 25% of their time on guidance curriculum from 28% to 50% by May 2027.

HB3 Board Goal

Evaluation Data Sources: Counselor 80/20 Tracking Form

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselors will develop and implement a structured guidance curriculum schedule that prioritizes classroom guidance lessons aligned to student needs and campus goals. **Strategy's Expected Result/Impact:** Increased time dedicated to guidance curriculum will strengthen students' social-emotional, academic, and college/ career readiness skills while increasing counselor alignment with the 25% expectation. **Staff Responsible for Monitoring:** Principal **Title I:** 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 2				1344

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors will collaborate with teachers and campus leadership to schedule regular guidance lessons and monitor counseling time monthly to ensure consistent implementation. **Strategy's Expected Result/Impact:** Consistent scheduling and monitoring will increase counselors' time spent on guidance curriculum from 28% to 50% by May 2027, resulting in more equitable access to counseling support for all students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause**: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

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Board Goal 5: Culture of Excellence

Performance Objective 2: Murry Fly will provide a safe and supportive environment by May 2027 by completing 100% of Safe Schools Training in a timely manner.

Evaluation Data Sources: Safe Schools Training

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administration will monitor Safe Schools Training completion weekly and provide reminders and support to staff to ensure all required training is completed by established deadlines. **Strategy's Expected Result/Impact:** Timely completion of required training will ensure 100% staff compliance and increase staff awareness of safety procedures and expectations. **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Safe Schools Training expectations and deadlines will be communicated during staff meetings and campus communications, with administrators following up individually with staff who have outstanding requirements. **Strategy's Expected Result/Impact:** Consistent communication and follow-up will promote accountability and strengthen a safe, supportive school environment for students and staff. **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: As the campus continues to grow, maintaining consistent expectations, communication, and engagement practices across all areas of the school remains an ongoing focus to ensure all stakeholders feel valued, supported, and connected to the Murry Fly community. **Root Cause**: There is a need for ongoing opportunities to strengthen communication, build relationships, reinforce campus expectations, and ensure all stakeholders have a shared understanding of the school's mission, vision, and values.

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase the campus participation in Family Engagement opportunities from 4% to 10% by May 2027

Evaluation Data Sources: Family Engagement Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will offer engaging family events throughout the year that connect families with student learning, school resources, and opportunities to participate in their child's education. **Strategy's Expected Result/Impact:** Increased opportunities will encourage more families to participate, strengthening family-school partnerships and increasing engagement from 4% to 10%. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will use multiple communication methods, including phone calls, text messages, social media, and flyers, to promote family engagement events and provide families with timely information. **Strategy's Expected Result/Impact:** Consistent and accessible communication will increase awareness and participation in campus events, resulting in stronger family involvement and improved student support. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: As the campus continues to grow, maintaining consistent communication, outreach, and involvement among all families remains an area of continued focus. **Root Cause**: The primary root cause is the need to develop and expand systems that provide equitable opportunities for all families to engage with the school.

Ector County Independent School District

New Tech Odessa High School

2026-2027 Board Goals/Performance Objectives/Strategies



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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the percentage of students performing at the MASTERS level on English 1 EOC will increase from 25% to 28%.

HB3 Board Goal

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. **Strategy's Expected Result/Impact:** Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 1				1351

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. **Strategy's Expected Result/Impact:** An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

1352

Student Achievement
Problem Statement 1: Masters level scores in four out of five tested areas have historically stayed below 30%. **Root Cause**: Instruction and rigor primarily being targeted at the "Meets" level.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the percentage of students performing at the MASTERS level on English 2 EOC will increase from 12% to 15%.

HB3 Board Goal

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. **Strategy's Expected Result/Impact:** Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 1				1353

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. **Strategy's Expected Result/Impact:** An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Masters level scores in four out of five tested areas have historically stayed below 30%. **Root Cause**: Instruction and rigor primarily being targeted at the "Meets" level.
Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. **Root Cause**: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.

1354

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of students performing at the MASTERS level on Biology EOC will increase from 50% to 53%.

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. **Strategy's Expected Result/Impact:** Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 3				1355

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. **Strategy's Expected Result/Impact:** An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: While Biology and U.S. History EOC outcomes reached historic highs in Spring 2026 (with Biology "Meets" at 92% / "Masters" at 50%, and U.S. History "Meets" at 92% / "Masters" at 54%), multi-year trend data reveals historical performance volatility--specifically highlighted by the sharp dips in 2024 where Biology "Meets" plummeted to 63% and U.S. History "Meets" fell to 77%. **Root Cause**: Instructional planning and rigor have historically been highly cohort-dependent and reliant on individual teacher pathways, rather than being anchored in standardized, system-wide PBL/PrBL scaffolding protocols and continuous facilitator calibration.

1356

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May of 2027, the percentage of students performing at the MASTERS level on US History EOC will increase from 54% to 57%.

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. **Strategy's Expected Result/Impact:** Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 3				1357

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. **Strategy's Expected Result/Impact:** An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: While Biology and U.S. History EOC outcomes reached historic highs in Spring 2026 (with Biology "Meets" at 92% / "Masters" at 50%, and U.S. History "Meets" at 92% / "Masters" at 54%), multi-year trend data reveals historical performance volatility--specifically highlighted by the sharp dips in 2024 where Biology "Meets" plummeted to 63% and U.S. History "Meets" fell to 77%. **Root Cause**: Instructional planning and rigor have historically been highly cohort-dependent and reliant on individual teacher pathways, rather than being anchored in standardized, system-wide PBL/PrBL scaffolding protocols and continuous facilitator calibration.

1358

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2027, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 51% to 60%.

HB3 Board Goal

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. **Strategy's Expected Result/Impact:** Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 2				1359

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. **Strategy's Expected Result/Impact:** An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

1360

Student Achievement
Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. **Root Cause**: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, the percentage of students achieving or exceeding their i-Ready reading goal will increase from the baseline established during the Fall 2026 diagnostic window to a final target of 52%.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: i-Ready Diagnostic Reports (Fall 2026 Baseline, Winter, and Spring windows)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Standardize literacy routines (including text-based evidence, inquiry, and academic vocabulary) across core PBL units, utilizing the Project Planning Toolkit Form to map student literacy expectations into daily work. **Strategy's Expected Result/Impact:** Merges diagnostic-focused reading interventions with rigorous PBL core instruction, elevating student achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach **Title I:** 2.52 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				1361

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Integrating AVID WICOR Frameworks through the implementation of AVID WICOR active reading strategies across all content areas. **Strategy's Expected Result/Impact:** Students actively transfer foundational reading skills learned into core PBL projects. **Staff Responsible for Monitoring:** Core Facilitators, AVID Coordinator, and Campus Administration **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

1362

Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. **Root Cause**: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, the percentage of students achieving or exceeding their i-Ready math goal will increase from the baseline established during the Fall 2026 diagnostic window to a final target of 52%.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: i-Ready Diagnostic Reports (Fall 2026 Baseline, Winter, and Spring windows)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Facilitators will utilize the Problem Based Planning Form during weekly PLCs to design targeted mathematical scaffolds and real-world application tasks that address core conceptual mathematical gaps. **Strategy's Expected Result/Impact:** Eliminates instruction-to-delivery variances, ensuring math curriculum scaffolding targets complex problem-solving domains and drives diagnostic growth. **Staff Responsible for Monitoring:** Math Teachers, Campus Administration **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1363

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement an active student target-tracking protocol where students regularly monitor their math RIT and i-Ready data to set, track, and own their personal academic growth goals. **Strategy's Expected Result/Impact:** Increases student connectedness and academic ownership, motivating students to proactively close conceptual learning gaps **Staff Responsible for Monitoring:** Math Teachers **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

1364

Student Achievement

Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. **Root Cause**: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. **Root Cause**: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1365

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May of 2027, the percentage of seniors meeting at least one College, Career, and Military Readiness (CCMR) accountability indicator will be maintained at 100%.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: OnData Suite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The counselor and campus administration will disaggregate student data to proactively identify any learners who have not yet met a CCMR accountability indicator. **Strategy's Expected Result/Impact:** Learners who do not have a CCMR indicator will be identified and a plan will be made to ensure that learner gets their CCMR indicator. **Staff Responsible for Monitoring:** Counselor, Campus Administration **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 4				1366

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The counselor will meet individually with students to create personalized plans that ensure they are enrolled in the correct course sequences or are registered for critical assessments, such as the SAT or TSIA. **Strategy's Expected Result/Impact:** No student falls behind in meeting state accountability standards, effectively maintaining the campus's track record of 100% senior CCMR achievement. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: While NTO successfully achieved and maintained a perfect 100% CCMR rate for graduating seniors in Spring 2026, sustaining this exceptional standard remains a continuous challenge because a significant portion of students enter their senior year without having already secured a qualifying state accountability indicator. **Root Cause**: Standardized campus procedures have historically focused on late-stage senior counseling audits and reactive exam registrations (such as SAT or TSIA), rather than implementing systematic, multi-year student data-tracking protocols beginning in the 9th and 10th grades.

1367

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, the percentage of student daily attendance will increase from 96.6% to 97%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance dashboard, Focus Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will track and analyze attendance data on a weekly basis to identify and address the needs of individual students. **Strategy's Expected Result/Impact:** Reduce campus chronic absenteeism. **Staff Responsible for Monitoring:** Attendance clerk, Campus Administration **Title I:** 2.53 **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			1368
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The attendance clerk will immediately contact a parent or guardian whenever a student is absent without a provided reason. **Strategy's Expected Result/Impact:** Ensure that student attendance is accurate with valid reasons. **Staff Responsible for Monitoring:** Attendance Clerk **Title I:** 2.53 **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: While NTO maintains a strong student daily attendance rate of 96.6% to 96.7%, which consistently stays above the district average, there is a continuous struggle with a small subset of students experiencing chronic absenteeism. This requires intensive, weekly individualized tracking and immediate parent outreach to prevent these absences from negatively impacting learner academic progress. **Root Cause**: Standard campus tracking procedures have historically relied on reactive daily attendance office calls.

1369

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May of 2027, George H.W. Bush New Tech Odessa will maintain 10 or fewer student discipline referrals for the school year.

Evaluation Data Sources: PEIMS Discipline Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will set and reinforce clear behavioral expectations through dedicated "Culture Days" held each semester. **Strategy's Expected Result/Impact:** Learners will know the behavioral expectations of the campus. **Staff Responsible for Monitoring:** Campus Administration, Teachers **Title I:** 2.53 **Problem Statements:** School Culture and Climate 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and administrators will work together to set and reinforce clear expectations directly within the classroom. **Strategy's Expected Result/Impact:** Students will know the classroom expectations. **Staff Responsible for Monitoring:** Teachers, Campus Administration **Title I:** 2.53 **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: While NTO maintains an exceptionally low disciplinary referral rate and aims to sustain a threshold of 10 or fewer total referrals for the school year, maintaining this standard remains a continuous challenge because any rise in classroom disruptions or minor infractions directly compromises the high-trust, collaborative peer environment required for high-fidelity Project-Based Learning (PBL). **Root Cause**: Standard campus routines have historically relied on reactive, individual facilitator interventions for minor classroom behavioral issues, rather than executing a systematized, school-wide protocol for co-designing, reinforcing, and monitoring consistent behavioral norms across all learning spaces starting from "Culture Days".

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, the percentage of classroom facilitators receiving personalized Project-Based Learning (PBL) and Problem-Based Learning (PrBL) professional development and on-site coaching from the New Tech Network (NTN) School Development Coach will increase from 58% to 100% to ensure instructional consistency across all classrooms.

Evaluation Data Sources: NTN Coach logs, professional development attendance rosters, T-TESS lesson planning walkthroughs, and collaborative PLC planning minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will actively coordinate the master school calendar and district training schedules to resolve core conflicts with AP and NMSI training, establishing dedicated, conflict-free professional development windows for all 21 core teachers to participate in NTN PBL/PrBL refresher cohorts **Strategy's Expected Result/Impact:** 100% of classroom facilitators will attend required NTN professional development without scheduling conflicts, leading to standardizing the rigor of PBL delivery across all content areas **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Curriculum, Instruction, and Assessment 1				1371

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize its instructional coach and their dedicated NTN School Development Coach to conduct targeted classroom walkthroughs, provide 1:1 project-design coaching, and establish a structured peer-observation schedule to share classroom best practices **Strategy's Expected Result/Impact:** Reduced variances in project delivery from classroom to classroom, improved teacher confidence in designing advanced, TEKS-aligned real-world problems, and documented feedback logs from the NTN coach **Staff Responsible for Monitoring:** Campus Administration and Instructional Coach **Title I:** 2.52 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. **Root Cause**: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

1372

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classroom instructional walkthroughs demonstrating high-fidelity, rigorous Project-Based Learning (PBL) and Problem-Based Learning (PrBL) instruction--aligned with TEKS "Masters" level verbs and NTO's school-wide learning outcomes--will increase from an inconsistent baseline to 90% or higher as measured by T-TESS rubrics and campus look-for logs.

Evaluation Data Sources: T-TESS walkthrough data, NTN Coach coaching logs, monthly peer-observation reflection forms, and collaborative PLC project plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Standardize the use of the Project Planning Toolkit Form and the Problem Based Planning Form during weekly Professional Learning Communities (PLCs) to ensure project scaffolds and daily activities are explicitly designed to target "Masters" level TEKS verbs **Strategy's Expected Result/Impact:** Elimination of classroom-to-classroom delivery variances, increased teacher capability to design rigorous real-world problems, and the active sharing of high-yield instructional best practices across all disciplines **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1373

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Partner with NTO's dedicated New Tech Network (NTN) School Development Coach to conduct monthly project-design reviews and T-TESS-aligned feedback sessions **Strategy's Expected Result/Impact:** Meticulously aligned lesson scaffolding, increased consistency in grading student collaboration and communication, and targeted coaching support for teachers to elevate classroom instructional rigor **Staff Responsible for Monitoring:** Campus Administration, NTN School Development Coach, and Teachers **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1374

Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. **Root Cause**: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, NTO will increase Family Engagement opportunities from 2 events to 4 events.

Evaluation Data Sources: Campus Calendars of Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expanding the frequency of public exhibitions where learners present their work to parents and the community **Strategy's Expected Result/Impact:** Learners showcase PBL and campus learning. **Staff Responsible for Monitoring:** Teachers and Campus Administration **Title I:** 2.52 **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Host specialized Parent Engagement Nights. **Strategy's Expected Result/Impact:** Community will be able to take part in NTO's PBL learning environment. **Staff Responsible for Monitoring:** Teachers and Campus Administration. **Title I:** 2.52 **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: George H.W. Bush New Tech Odessa (NTO) currently lacks sufficient parental support and community involvement for its identity as an academic-driven campus. **Root Cause**: The primary cause for this challenge is that many parents and members of the community view NTO as a smaller version of a traditional comprehensive high school rather than a specialized academic campus.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, student connectedness as measured by the Panorama survey will increase from 64% to 66%.

Evaluation Data Sources: Spring 2027 Panorama Survey (Connectedness Indicator), ECISD lottery enrollment and acceptance dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administration and Student Council sponsor will meet with the Student Council once a month to facilitate dialogue and gather direct input for school events and campus culture. **Strategy's Expected Result/Impact:** Ensures student voice actively drives the design of NTO's campus culture, leading to higher levels of student connectedness **Staff Responsible for Monitoring:** Campus Administration and Student Council sponsor **Title I:** 2.52 **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: George H.W. Bush NTO's classroom facilitators (teachers) will actively collaborate with campus administration and student leadership to co-design, plan, and execute the semester-start "Culture Days" and school-wide community-building events. **Strategy's Expected Result/Impact:** Fosters a deeply cohesive, teacher-backed school climate with positive and consistent classroom expectations. **Staff Responsible for Monitoring:** Teachers (Facilitators), Student Council Sponsor, and Campus Administration **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A primary demographic challenge is that 10% of students selected via the lottery choose not to attend NTO. **Root Cause**: Learners want the comprehensive high school experience.
School Culture and Climate
Problem Statement 1: Student connectedness has been hindered because many learners must travel to other campuses for athletics, fine arts, and CTE programs, which can make them feel less invested in the NTO experience. **Root Cause**: Some learners spend more time at comprehensive high schools for electives than at NTO.

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Ector County Independent School District

Nimitz Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

Mission: Nimitz Students…..Standing Shoulders Above the Rest

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the Reading STAAR assessment will increase from a 2025-2026 campus baseline average of 52% to 56%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR Reading assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which teachers collaboratively analyze student assessment data, identify TEKS-based learning gaps, develop targeted instructional responses, monitor student progress through common formative assessments, and adjust instruction to improve Reading STAAR performance.				
Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and increased percentages of students meeting the Reading STAAR standard. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. **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:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage in ongoing Get Better Faster coaching cycles led by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. These coaching cycles will incorporate targeted observations, specific action steps, instructional modeling, guided practice, and timely feedback to build teacher capacity, strengthen instructional expertise, and support the consistent implementation of effective Tier I instruction. **Strategy's Expected Result/Impact:** Students will receive timely, targeted instruction based on identified learning needs, resulting in improved mastery of priority TEKS, increased performance on formative and benchmark assessments, and a greater percentage of students achieving the Meets Grade Level standard on the Reading STAAR assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), Reading teachers, PLC facilitators, and designated teacher leaders. **Title I:** 2.51 **- 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 Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

1382

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure **Root Cause**: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause**: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the Math STAAR assessment will increase from a 2025-2026 average campus baseline of 23% to 27%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR Math assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which mathematics teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, incorporate mathematical discourse and problem-solving strategies into daily instruction, monitor student progress through common formative assessments, and adjust instruction to improve Math STAAR performance. **Strategy's Expected Result/Impact:** Teachers will consistently use data-informed instructional planning and evidence-based mathematics practices to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and an increased percentage of students meeting the Meets Grade Level standard on the Math STAAR assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. **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:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				1383

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a systematic mathematics intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted small-group instruction focused on prerequisite skills, mathematical reasoning, and problem-solving, deliver timely intervention and enrichment, and monitor student progress to increase Math STAAR achievement. **Strategy's Expected Result/Impact:** Students will receive timely, targeted mathematics instruction based on identified learning needs, resulting in improved mastery of priority TEKS, increased performance on formative and benchmark assessments, strengthened mathematical reasoning and problem-solving skills, and an increased percentage of students achieving the Meets Grade Level standard on the Math STAAR assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), mathematics teachers, PLC facilitators, and designated teacher leaders. **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:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1384

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Continued turnover affects instructional continuity, collaborative team development, and the long-term implementation of campus improvement initiatives. **Root Cause**: Inconsistent access to ongoing support, mentoring, professional growth, and leadership opportunities has contributed to challenges in retaining highly effective teachers at Nimitz.

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of students performing at the Meets Grade Level standard on the Algebra I End-of-Course (EOC) assessment will increase from the 2025-2026 campus baseline of 65% to 68%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Algebra I End-of-Course (EOC) assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which Algebra I teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, strengthen algebraic reasoning and mathematical modeling through rigorous instructional practices, monitor student progress through common formative assessments, and adjust instruction to improve Algebra I EOC performance. **Strategy's Expected Result/Impact:** Teachers will consistently use data-informed instructional planning and evidence-based Algebra I instructional practices to address identified student learning needs, resulting in improved mastery of Algebra I TEKS, increased student performance on common formative assessments and district benchmarks, and an increased percentage of students achieving the Meets Grade Level standard on the Algebra I End-of-Course assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), Algebra I teachers, PLC facilitators, and designated teacher leaders. **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:** Curriculum, Instruction, and Assessment 1				1385

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a systematic Algebra I intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted small-group instruction focused on prerequisite algebraic concepts, mathematical reasoning, and multi-step problem solving, deliver timely intervention and enrichment, and monitor student progress to increase Algebra I End-of-Course (EOC) achievement. **Strategy's Expected Result/Impact:** Students will receive timely, targeted Algebra I instruction based on identified learning needs, resulting in improved mastery of Algebra I TEKS, increased performance on formative and benchmark assessments, strengthened algebraic reasoning and mathematical problem-solving skills, and an increased percentage of students achieving the Meets Grade Level standard on the Algebra I End-of-Course assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), Algebra I teachers, PLC facilitators, and designated teacher leaders. **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:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1386

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of 8th grade students performing at the Meets Grade Level standard on the Social Studies STAAR assessment will increase from the 2025-2026 campus baseline of 12% to 16%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Social Studies STAAR assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a systematic Social Studies intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted instruction focused on historical thinking, primary and secondary source analysis, academic vocabulary, document-based questioning, and evidence-based written responses, deliver timely intervention and enrichment, and monitor student progress to increase Social Studies STAAR achievement. **Strategy's Expected Result/Impact:** Students will receive timely, targeted Social Studies instruction based on identified learning needs, resulting in improved mastery of Social Studies TEKS, increased performance on formative and benchmark assessments, strengthened historical reasoning, source analysis, and evidence-based writing skills, and an increased percentage of students achieving the Meets Grade Level standard on the Social Studies STAAR assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), 8th grade Social Studies teachers, PLC facilitators, and designated teacher leaders. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1387

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a structured Professional Learning Community (PLC) process in which 8th grade Social Studies teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, strengthen historical thinking, primary source analysis, and evidence-based writing through rigorous instructional practices, monitor student progress through common formative assessments, and adjust instruction to improve Social Studies STAAR performance. **Strategy's Expected Result/Impact:** Teachers will consistently use data-informed instructional planning and evidence-based Social Studies instructional practices to address identified student learning needs, resulting in improved mastery of Social Studies TEKS, increased student performance on common formative assessments and district benchmark assessments, and an increased percentage of students achieving the Meets Grade Level standard on the Social Studies STAAR assessment. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), 8th grade Social Studies teachers, PLC facilitators, and designated teacher leaders. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1388

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, 50% of students in grades 6-8 will meet or surpass their individualized i-Ready Typical Growth goals in Reading, as measured by growth from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress on their data trackers **Staff Responsible for Monitoring:** Teachers, Admin, IC, MCLs **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				1389

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz has established a daily 30-minute Admiral Time intervention period to deliver targeted instruction based on checkpoint, i-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will use student data to identify and provide Tier II and Tier III interventions that address individual learning needs, reduce achievement gaps, and promote academic growth, while classroom teachers continue to provide focused support during core instruction. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DC, MCLs, IC, Teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

1390

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, 40% of students in grades 6-8 will meet or surpass their individualized i-Ready Typical Growth goals in Mathematics, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Teachers, Admin, MCLs, DCs **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1391

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz has established a daily 30-minute Admiral Time intervention period to deliver targeted instruction based on checkpoint, i-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will use student data to identify and provide Tier II and Tier III interventions that address individual learning needs, reduce achievement gaps, and promote academic growth, while classroom teachers continue to provide focused support during core instruction. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the school year. **Staff Responsible for Monitoring:** Teachers, Admin, IC, MCLs **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

1392

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause**: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the 8th-grade Science STAAR assessment will increase from a 2025-2026 campus baseline average of 55% to 59%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which teachers collaboratively analyze student assessment data, identify TEKS-based learning gaps, develop targeted instructional responses, monitor student progress through common formative assessments, and adjust instruction to improve Reading STAAR performance. **Strategy's Expected Result/Impact:** Result/Impact Teachers will consistently use data-informed instructional planning to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and increased percentages of students meeting the Reading STAAR standard. **Staff Responsible for Monitoring:** Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				1393

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage in ongoing Get Better Faster coaching cycles led by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. These coaching cycles will incorporate targeted observations, specific action steps, instructional modeling, guided practice, and timely feedback to build teacher capacity, strengthen instructional expertise, and support the consistent implementation of effective Tier I instruction. **Strategy's Expected Result/Impact:** STAAR Reading assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews. **Staff Responsible for Monitoring:** Admin, IC, MCLs, DC **Title I:** 2.53 **- TEA Priorities:** 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 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1394

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure **Root Cause**: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.

Student Achievement

Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause**: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1395

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Student daily attendance will increase from 93.7% to 95%

Evaluation Data Sources: Increase student attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will implement weekly incentives (e.g., grade-level competitions, recognition of grade level who meet 95% or better, raffles, and classroom rewards) to celebrate students with 95% or higher attendance, reinforcing positive habits and building a culture of attendance awareness. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** admin, attendance clerks, teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Culture and Climate 1				1396

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will establish a three-tiered attendance intervention system that includes parent phone calls, attendance contracts, and counselor or administrator conferences for students who fall below 95% attendance, with support from Communities In Schools to remove barriers and monitor progress weekly. **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. **Root Cause**: Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Discipline infractions will decrease from 872 to 592

Evaluation Data Sources: Decrease in disciplinary infractions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will continue to implement Emergent Tree framework to address student behavior and build strong relationships with staff and students. **Strategy's Expected Result/Impact:** Reduce classroom disruptions, and student discipline. **Staff Responsible for Monitoring:** Admin, ET Team, MTSS **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors and administrators will establish a student check-in/check-out process that provides daily opportunities for goal setting, progress monitoring, and meaningful adult support for students who require additional behavioral interventions. **Strategy's Expected Result/Impact:** reduce referrals **Staff Responsible for Monitoring:** Admin, ET Team, MTSS, Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1 - School Culture and Climate 1				1397

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause**: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

School Culture and Climate

Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. **Root Cause**: Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

1398

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Nimitz will strengthen its College, Career, and Military Readiness (CCMR) efforts by expanding AVID strategies campus-wide, incorporating college and career exploration into Admiral Time lessons, and hosting career days and student-led goal-setting conferences to foster a college-going culture and prepare students for future academic success.

Evaluation Data Sources: AVID

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID will organize and lead campus-wide events such as College T-Shirt Days, Career Panels, and College Readiness Spirit Weeks. AVID students will serve as ambassadors to promote a college-going culture across all grade levels. **Strategy's Expected Result/Impact:** School-wide participation in college and career events. This will expose all students to post-secondary readiness. **Staff Responsible for Monitoring:** AVID, Admin **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will provide students with engaging college and career exploration opportunities through student presentations, guest speakers, high school and college awareness activities, and educational field experiences. These opportunities will encourage students to set academic goals, explore postsecondary options, and develop a mindset that supports college and career readiness. **Strategy's Expected Result/Impact:** Students will take an active role in planning their academic and career goals, leading to increased engagement and greater preparedness for high school and future College, Career, and Military Readiness (CCMR) expectations. **Staff Responsible for Monitoring:** AVID, Admiral Time Teachers, Admin **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. **Root Cause**: Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.
Family and Community Engagement
Problem Statement 1: Nimitz offers a variety of opportunities for families to engage with the campus; however, expanding family participation remains an area of focus to build stronger school-home partnerships that contribute to student success. **Root Cause**: Scheduling conflicts, communication barriers, and limited flexibility in engagement opportunities have contributed to inconsistent family participation in Nimitz campus activities.

1400

Board Goal 4: Classroom Excellence

Performance Objective 1: Nimitz will raise the connectedness indicator with Panorama from 55% to 65%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will build a team culture of acceptance and diversity through iLead and Transformation Tables. **Strategy's Expected Result/Impact:** Overall connectedness will increase with students and staff **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, Academic Family Fun Nights, Play Nights, and extra-curricular events. **Strategy's Expected Result/Impact:** Increase in student and family connectedness **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: To strengthen instructional practices and increase student engagement, campus leadership at Nimitz Middle School will implement a focused monitoring system that emphasizes: Clear and aligned classroom objectives, High levels of academic rigor, Consistent use of multiple response strategies to raise the student participation ratio

Evaluation Data Sources: Strong Tier 1 Instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will conduct a minimum of ten classroom walkthroughs per week, focusing on the alignment between lesson objectives, instructional delivery, and student engagement strategies. Observations will be documented in Eduphoria, allowing for data-driven coaching cycles, targeted support, and continuous instructional improvement. **Strategy's Expected Result/Impact:** Strong Tier 1 Instruction **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1402

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide teachers with a ready-to-use toolkit of engagement strategies (e.g., cold call, whiteboards, turn and talk, equity sticks, choral response). Teachers will have specially designed and targeted professional development throughout the school year on Monday afternoon with the Admin. Team. **Strategy's Expected Result/Impact:** Strong Tier 1 Instruction and support **Staff Responsible for Monitoring:** Admin **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause**: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Continued turnover affects instructional continuity, collaborative team development, and the long-term implementation of campus improvement initiatives. **Root Cause**: Inconsistent access to ongoing support, mentoring, professional growth, and leadership opportunities has contributed to challenges in retaining highly effective teachers at Nimitz.

1403

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of teachers will engage in continuous, job-embedded professional learning through instructional coaching, PLC collaboration, and SIBME reflective practices to strengthen Tier I instruction and increase student achievement.

Evaluation Data Sources: SIBME, Walkthroughs, conferences with teachers, TTESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly SIBME coaching cycles that include classroom observations, timely feedback, teacher reflection, and individualized action steps. Use PLCs to address instructional trends identified through walkthrough data and provide targeted professional learning based on teacher needs. **Strategy's Expected Result/Impact:** All teachers engage in continuous coaching and reflective practice. Increased implementation of research-based instructional strategies. Improved consistency in Tier One instructional delivery. **Staff Responsible for Monitoring:** Admin, MCLs **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				1404

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Nimitz will increase the percentage of teachers who report receiving relevant, timely, and actionable feedback and coaching from campus administrators from 60% to 70%, as measured by the annual Panorama Staff Survey.

Evaluation Data Sources: Panorama Survey, Coaching Cycles, SIBME

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of Opportunity Culture in all STAAR tested areas. Opportunity Culture MCLs offer coaching support for teachers within their team, model classroom for other teachers, and support Tier II and Tier III teaching. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness and retention, strengthen PLC process, alignment between classrooms, decrease academic gaps for sub-populations at meets level. **Staff Responsible for Monitoring:** Admin, IC **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				1405

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will offer strategic mentoring for all 0 to 1 year teachers and international teachers new to ECISD through targeted and specific PD **Strategy's Expected Result/Impact:** Increase support for new teachers and provide targeted coaching **Staff Responsible for Monitoring:** Admin, MCLs, IC **TEA Priorities:** Recruit, support, retain teachers and principals				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure **Root Cause**: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

1406

Ector County Independent School District

Noel Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

1407

Mission Statement

William D Noel Elementary will develop a community of learners who are socially conscious, self-reliant, and academically equipped to take on an ever-changing world.

Vision

Vision Statement:
At Noel Elementary, it’s about giving back by leading the way!

1408

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1409

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 31% to 36%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Interims, checkpoints, iReady math assessments, and exit tickets.

Strategy 1 Details

Reviews

Formative			Summative
Oct	Jan	Mar	May

Strategy 1: Noel Elementary will implement Opportunity Culture through Multi-Classroom Leaders and Reach Associates who lead weekly PLC's, support lesson internalization, analyze student data, model effective instructional practices, provide observation and feedback coaching, and deliver targeted support to improve Tier 1 instruction and student achievement.

Strategy's Expected Result/Impact: Increase the number of students that Meet on the STAAR Math assessment 3rd - 5th grade.

Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, aides, RA's, MCL's and math teachers.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Weekly PLC Meetings. MCLs and Reach Associates will facilitate weekly grade-level PLCs focused on upcoming instruction, student learning needs, assessment data, and alignment to grade-level TEKS and district curriculum.	MCLs, and MTRT	weekly	
2	Conduct Lesson Internalization. MCLs and Reach Associates will guide teachers through weekly lesson internalization to identify lesson objectives, success criteria, essential vocabulary, anticipated student misconceptions, checks for understanding, and appropriate instructional supports before lessons are delivered.	Math teachers, MCLs and MTRT	weekly	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Analyze Student Data and Student Work. During weekly PLCs, MCLs, Reach Associates, and teachers will analyze common assessments, exit tickets, benchmark data, and student work to identify trends, misconceptions, and students requiring reteaching, intervention, or enrichment.	Math Teachers, MCLs, and MTRT	weekly	
4	Develop Data-Driven Instructional Response Plans. Grade-level teams will use assessment results to develop targeted reteach and intervention plans. Students will be grouped according to identified instructional needs, and teachers will adjust upcoming instruction based on the data.	Math teachers	weekly	
5	Model and Support Effective Tier 1 Instruction. MCLs and Reach Associates will model high-impact instructional practices, co-teach lessons, demonstrate effective questioning and academic discourse strategies, and provide teachers with examples of rigorous grade-level instruction.	MCLs, and MTRT	Every coaching cycle	
6	Conduct Classroom Observations and Provide Feedback. MCLs will conduct regular classroom observations and provide teachers with timely, specific, and actionable feedback aligned to campus instructional expectations and identified areas for professional growth.	MCLs and MTRT	Every coaching cycle	
7	Implement Coaching Cycles. Teachers requiring additional instructional support will participate in targeted coaching cycles that may include observation, feedback, modeling, co-planning, rehearsal, co-teaching, and follow-up observations to monitor implementation.	MCLs and MTRT	Every coaching cycle	
8	Provide Targeted Support to New, International, and DOI Teachers MCLs and Reach Associates will provide additional instructional support to teachers who are new to the profession, new to Texas instructional expectations, or completing certification requirements. Support will include curriculum navigation, TEKS alignment, lesson planning, classroom management, assessment practices, and instructional modeling.	MCLs and MTRT	weekly	
9	Monitor Implementation of Tier 1 Instruction. MCLs and campus administrators will review walkthrough data, lesson plans, student work, PLC documentation, and assessment results to determine the consistency and effectiveness of Tier 1 instructional practices across classrooms.	MCLs and MTRT	Every coaching cycle	

1411

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Review Student Achievement and Adjust Support. MCLs, Reach Associates, instructional staff, and campus administrators will review student achievement data at least once each grading period to evaluate the effectiveness of Opportunity Culture supports and determine necessary adjustments to coaching, PLCs, intervention, and professional learning.	Teachers, administrators	After every checkpoint and interim.	

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
- Targeted Support Strategy
Problem Statements: Curriculum, Instruction, and Assessment 1
Funding Sources: MCL's and RATs - Title One Schoolwide - Opportunity Culture - $59,000

Strategy 2 Details

Strategy 2: Grades 3 - 5 mathematics teachers will provide daily opportunities for mathematical discourse in which students explain, justify, and defend their mathematical thinking using academic vocabulary, sentence stems, manipulatives, and written responses. Teachers will establish individual student mathematics goals based on common assessments, district benchmarks, and other formative assessment data.

Strategy's Expected Result/Impact: Students will improve performance on classroom, benchmark, and state assessments.

Staff Responsible for Monitoring: Math teachers, Mrs. Macias and Mrs. Washington.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Student Baseline and Goals. Grades 3 - 5 math teachers will review beginning of the year assessment data and establish individual student mathematics goals, with particular attention to students approaching the Meets and Masters standards.	Math Teachers	9/4/26	
2	Implement Daily Mathematical Discourse. Grades 3 - 5 math teachers will incorporate daily opportunities for students to explain, justify, and defend their mathematical thinking using academic vocabulary, sentence stems, manipulatives, models, and partner and small group discussions.	Math Teachers	All year long	
3	Analyze Student Data Weekly. Grade level teams, MCLs, administrators, and team leads will analyze common assessment data during weekly PLC to identify misconceptions, determine instructional needs, and identify reteaching, intervention, or enrichment.	Math teachers, MCLs, team leads and administrators	all year long	

Reviews

Formative			Summative
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			1412

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Use Math Journals and Written Responses. Students will regularly use math journals or response materials to solve problems, explain strategies, justify answers, and demonstrate mathematical reasoning.	students	all year long	
5	Provide Targeted Small-Group Instruction. Teachers will use assessment data to create flexible instructional groups and provide targeted reteaching and intervention aligned to identified TEKS and student skill gaps.	math teachers	all year long	
6	Monitor Individual Student Progress Students will maintain individual data trackers to monitor common assessments, benchmarks, and progress toward their mathematics goals. Teachers will conduct student data conferences at least once each grading period.	Teachers and students	all year long	
7	Provide Supplemental Instructional Resources. Campus administration will utilize allowable Title I funds to purchase supplemental math manipulatives, math journals, student response materials, problem-solving resources, intervention materials, and progress-monitoring resources aligned to identified academic needs.	administrators	8/11/26	✓
8	Monitor Implementation. Campus administrators and MCLs will conduct classroom walkthroughs and review PLC documentation, student work, data trackers, and assessment results to monitor implementation and provide teachers with feedback and support.	administrators	weekly	
9	Evaluate Progress Toward the Campus Goal. The leadership team will review common assessment and benchmark data each grading period to determine progress toward increasing Grades 3-5 STAAR Mathematics Meets performance from 31% to 36% by May 2027 and adjust interventions as needed.	math teachers, MCLs, administrators	quarterly	

Title I:
2.51, 2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1 - Student Achievement 3

Funding Sources: Math manipulatives, math problem-solving and task cards dry-erase boards, markers, math

1413

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of Emergent Bilingual students has increased by 41% over the past three years, from 171 students in 2024 to 241 students in 2026, increasing the need for high-quality language acquisition instruction and academic language supports across all content areas. **Root Cause**: As the Emergent Bilingual population has grown, instructional practices have not yet been consistently implemented campus-wide to accelerate students' academic language development in speaking, writing, reading, and content-area instruction.
Student Achievement
Problem Statement 3: The percentage of 5th grade students achieving the Meets Grade Level standard in STAAR Mathematics declined from 43% in 2024 to 29% in 2026, indicating a need to strengthen instructional practices and accelerate student learning to prepare students for middle school mathematics. **Root Cause**: Instructional practices have not been consistently aligned to priority readiness standards through rigorous Tier I instruction, frequent progress monitoring, mathematical discourse, and timely intervention, limiting students' ability to demonstrate mastery at the Meets Grade Level standard.
Curriculum, Instruction, and Assessment
Problem Statement 1: 5th Grade Math Meets scores declined from 43% to 29%. **Root Cause**: Instructional practices were not consistently aligned to the priority readiness TEKS through rigorous Tier I instruction, ongoing formative assessment, targeted intervention, and mathematical discourse, limiting students' ability to progress from the Approaches level to the Meets Grade Level standard.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 38% to 43%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Interims, checkpoints, iReady reading assessments and exit tickets.

Strategy 1 Details

Strategy 1: Grades 3-5 Reading teachers, with support from Multi-Classroom Leaders (MCLs), MTRT, and campus administrators, will participate in weekly PLC data meetings to analyze student performance on common formative assessments, exit tickets, district assessments, STAAR-aligned assessments, and student work.

Strategy's Expected Result/Impact: Teachers will use assessment data to identify student strengths and areas of need, adjust instruction, provide timely intervention, and monitor student progress. As a result, students will demonstrate increased mastery of grade-level standards, improved academic performance, and increased achievement on benchmark and state assessments.

Staff Responsible for Monitoring: Reading teachers, MCL's, and administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer Common Assessments. Grades 3-5 Reading teachers will administer TEKS-aligned common formative assessments, exit tickets, constructed responses, and district assessments according to the campus assessment calendar.	Reading teachers	all year	
2	Analyze Data During Weekly PLCs. Teachers, MCLs, and MTRT will analyze assessment results weekly by TEKS, question type, student, and performance level to identify strengths, misconceptions, and learning gaps.	Reading teachers, MTRT, MCLs, administrators	After every informal and formal assessment.	
3	Identify and Track Priority Students. Grade-level teams will identify students who are approaching the Meets standard and maintain a student data tracker to monitor progress toward Meets throughout the school year.	Reading teachers	all year	

Reviews

Formative			Summative
Oct	Jan	Mar	May
			1415

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Develop Targeted Reteach Plans Based on weekly data analysis, teachers will develop reteach plans addressing identified TEKS and misconceptions using district HQIM, STAAR-released items, supplemental reading passages, graphic organizers, and constructed-response materials.	Reading teachers	all year	
5	Provide Targeted Small-Group Instruction Teachers will create flexible groups and provide targeted small-group instruction, intervention, and enrichment based on individual student needs identified through assessment data.	Reading teachers	all year	
6	Implement Constructed-Response Practice. Students will complete at least one TEKS-aligned written constructed response each week requiring them to analyze text, cite evidence, and explain their thinking. Teachers will provide feedback using STAAR-aligned expectations.	Students and teachers	all year	
7	Provide Supplemental Instructional Resources. Campus administration will purchase allowable supplemental resources, including reading passages, high-interest texts, student reading journals, response materials, academic vocabulary resources, graphic organizers, and intervention materials, using Title I funds when appropriate and allowable.	administrators	August 11, 2026	✓
8	Monitor Implementation and Provide Coaching. MCLs, MTRT, and administrators will monitor implementation through classroom walkthroughs, PLC documentation, student work samples, and coaching cycles and will provide teachers with timely instructional feedback.	MCLs, MTRT, and administrators	weekly	
9	Evaluate Student Progress. Grade-level teams will review common assessment, district benchmark, i-Ready, and other progress-monitoring data to determine whether students are responding to intervention and adjust instructional groups and strategies as needed.	Teachers	After every formal assessment	
10	Review Progress Toward the Campus Goal. Campus leadership will review Grades 3-5 Reading performance each grading period to determine progress toward increasing STAAR Reading Meets from 38% to 43% and identify additional instructional support needed.	Administrators, and Team leads	Every 9 weeks	

1416

TEA Priorities:

Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Achievement 2
Funding Sources: Graphic Organizers, Student Data folders, Student journals, dry-erase boards, markers, supplemental materials for small group intervention - Title I, Instructional Continuity - $1,000

Strategy 2: Require students to respond to reading through written constructed responses each week.

Strategy's Expected Result/Impact: Students will strengthen their reading comprehension, critical thinking, and written communication skills by consistently analyzing text and supporting responses with evidence. As a result, students will demonstrate improved performance on constructed-response tasks, increased mastery of grade-level reading standards, and higher achievement on district and state assessment

Staff Responsible for Monitoring: Reading teacher, MCL's, Mrs. Macias and Mrs. Washington.

TEA Priorities:
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Achievement 2

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

1417

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Although 3rd grade Reading Meets performance improved to 39% in 2026, more than 60% of students did not achieve the Meets Grade Level standard, indicating the need to strengthen rigorous Tier I instruction and increase opportunities for students to demonstrate higher levels of reading comprehension and written responses. **Root Cause**: Instruction has not been consistently rigorous enough to move students from the Approaches level to the Meets level through frequent exposure to grade-level complex texts, higher-order questioning, evidence-based written responses, and targeted intervention for students approaching proficiency.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 18% to 24%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Checkpoints, exit tickets, interims.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide students with regular hands-on investigations, inquiry-based learning experiences, and opportunities to engage in scientific discourse aligned to grade-level TEKS. **Strategy's Expected Result/Impact:** Students will develop a deeper understanding of scientific concepts, strengthen scientific reasoning skills, and improve their ability to communicate scientific thinking using evidence. As a result, students will demonstrate increased mastery of grade-level science standards and improved performance on classroom assessments, benchmarks, and the Science STAAR assessment. **Staff Responsible for Monitoring:** Science teachers, 5th grade MCL teacher. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				1418

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will analyze checkpoint data and interim data to identify student misconceptions and provide targeted intervention focused on science readiness standards. Daily spiral review and progress monitoring will be used to reinforce previously taught concepts and ensure long-term retention of critical science content. **Strategy's Expected Result/Impact:** Teachers will use student data to provide timely intervention and targeted reteaching, resulting in increased mastery of science readiness standards. Students will retain critical science concepts, close learning gaps, and demonstrate improved achievement on benchmark assessments and the Science STAAR assessment, increasing the percentage of students achieving the Meets Grade Level standard from 18% to 24%. **Staff Responsible for Monitoring:** Science Teacher, MCL for 5th grade, Mrs. Macias, and Mrs. Washington. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

1419

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 13% to 22%.

HB3 Board Goal

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady reading BOY, MOY, and EOY, checkpoints, and lessons passed at 70% or higher.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use i-Ready Diagnostic and Personalized Instruction data to provide targeted intervention based on each student's identified skill deficits. Students will complete a minimum of 45 minutes of i-Ready Personalized Instruction weekly with at least a 70% lesson pass rate **Strategy's Expected Result/Impact:** Increase the percentage of 3rd grade students reading at grade level or above to 22%. **Staff Responsible for Monitoring:** Mrs. Macias, Mrs. Washington, reading teachers, and students. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				1420

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and students will use i-Ready Diagnostic data to establish individual reading growth goals, monitor progress throughout the year, and implement instructional adjustments based on diagnostic and lesson performance. Student growth will be reviewed during PLCs and shared monthly with families through campus data folders. **Strategy's Expected Result/Impact:** Increase the percentage of 3rd grade students reading at grade level or above to 22%. **Staff Responsible for Monitoring:** Mrs. Macias, Mrs. Washington, reading teachers, and students. **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1421

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 39% to 44%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Interims, checkpoints, iReady reading assessments, and exit tickets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will require students to complete at least one written constructed response biweekly aligned to grade-level reading standards. Students will cite textual evidence, justify their thinking, and explain their understanding of complex texts through written responses. **Strategy's Expected Result/Impact:** Students will strengthen reading comprehension, critical thinking, and evidence-based writing skills. As a result, students will demonstrate increased mastery of grade-level reading standards and improved performance on STAAR Reading constructed-response items and overall reading achievement. **Staff Responsible for Monitoring:** 3rd grade teachers, administrators, and MCL's. **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				1422

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will analyze common assessment data weekly to identify student strengths, misconceptions, and skill gaps. Based on the data, teachers will provide targeted small-group instruction and intervention focused on priority reading standards. **Strategy's Expected Result/Impact:** Teachers will use student data to make informed instructional decisions and provide timely interventions. As a result, students will close learning gaps, increase mastery of reading standards, and improve achievement on classroom assessments, benchmarks, and the STAAR Reading assessment **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Although 3rd grade Reading Meets performance improved to 39% in 2026, more than 60% of students did not achieve the Meets Grade Level standard, indicating the need to strengthen rigorous Tier I instruction and increase opportunities for students to demonstrate higher levels of reading comprehension and written responses. **Root Cause**: Instruction has not been consistently rigorous enough to move students from the Approaches level to the Meets level through frequent exposure to grade-level complex texts, higher-order questioning, evidence-based written responses, and targeted intervention for students approaching proficiency.

1423

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

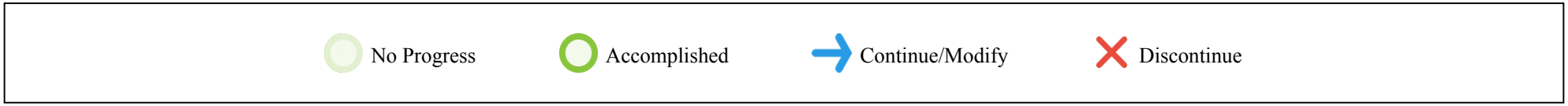
Performance Objective 1: By May 2027, favorable campuswide Panorama School Connectedness responses will increase from 22% to 27%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama survey result's and logged visits to the counselor.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will provide intentional opportunities for Special Education students to participate in leadership roles, the House System, Longhorn Leaders, campus celebrations, and other school-wide activities to strengthen their sense of belonging and connection to the school community. **Strategy's Expected Result/Impact:** Special Education students will feel more valued, included, and connected to their peers and school community. Increased participation in leadership and school activities will strengthen students' sense of belonging, resulting in improved school connectedness as measured by the Panorama Survey. **Staff Responsible for Monitoring:** Mrs. Matta, teachers, building clerk, and Mrs. Macias **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1424

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus staff will implement regular relationship-building opportunities through student check-ins, mentoring, counseling support, and social-emotional learning activities designed to increase student engagement and connectedness. **Strategy's Expected Result/Impact:** Students will develop stronger relationships with adults and peers, feel supported within the school environment, and increase their sense of safety, belonging, and engagement. As a result, Special Education students will report higher levels of school connectedness on the Panorama Survey. **Staff Responsible for Monitoring:** SAS counselor, counselor, and Mrs. Matta **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				



1425

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 94% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Daily attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will promote attendance awareness by publicly displaying daily attendance percentages for each grade level. Grade-level attendance data will be updated daily and posted in a designated hallway location to encourage friendly competition and student ownership of attendance. **Strategy's Expected Result/Impact:** Students and staff will develop increased awareness of attendance trends and the importance of daily attendance. The visibility of attendance data will encourage healthy competition among grade levels and contribute to improved student attendance rates. **Staff Responsible for Monitoring:** The building clerk and Mrs. Macias. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1426

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Assistant Principal will post the campus attendance percentage daily on a poster displayed at the main office entrance. Attendance data will be shared and celebrated with students and staff to reinforce the importance of attending school every day. **Strategy's Expected Result/Impact:** Increased visibility of campus attendance performance will promote a culture of attendance and accountability among students, staff, and families. As a result, student attendance will improve, supporting the campus goal of increasing overall attendance from 94% to 95%. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

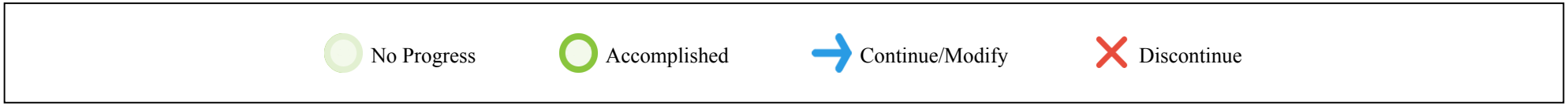
Performance Objective 3: Exclusionary disciplinary infractions will decrease from 29 referrals to 22 referrals.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Focus discipline report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The school counselor will provide proactive behavioral support to students identified as having multiple office discipline referrals or behavioral concerns. During the first nine weeks, the counselor will conduct regular individual and small-group check-ins to build positive relationships, identify barriers to success, teach self-regulation strategies, and support students in making positive behavioral choices. **Strategy's Expected Result/Impact:** Students will develop stronger social-emotional and self-management skills, resulting in improved decision-making, increased engagement in learning, and a reduction in behavioral incidents requiring office referrals. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1427

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students receiving an office discipline referral will be reviewed through the campus MTSS Behavior process to identify behavioral concerns early and provide timely interventions. The MTSS team will monitor student behavior data, implement targeted supports, collaborate with families, and adjust interventions based on student progress. **Strategy's Expected Result/Impact:** Early identification and intervention will address behavioral concerns before they escalate, resulting in improved student behavior, increased classroom participation, and a reduction in repeat office discipline referrals. **Staff Responsible for Monitoring:** Teacher **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				



1428

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

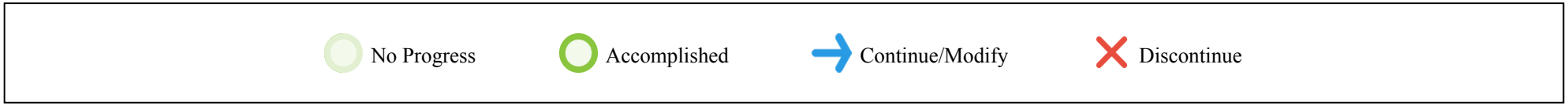
Performance Objective 4: By May 2027, the percentage of Special Education students reporting positive perceptions of school safety on the Panorama Survey will increase from 72% to 80%, as measured by the School Safety domain, through targeted bullying prevention efforts, increased student support, and proactive monitoring of student concerns.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey result's and logged visits to the counselor.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The counselor, Special Education teachers, and campus staff will provide explicit instruction on bullying prevention, self-advocacy, conflict resolution, and reporting procedures to ensure students understand how to recognize, respond to, and report bullying behaviors. **Strategy's Expected Result/Impact:** Special Education students will develop a greater understanding of bullying prevention, reporting procedures, and self-advocacy skills. As a result, students will feel safer, more confident seeking help from adults, and more connected to the school environment, leading to improved perceptions of school safety. **Staff Responsible for Monitoring:** Counselor and special education teachers and aides. **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1429

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The counselor, administrators, and Special Education staff will conduct regular check-ins with identified students to monitor concerns related to bullying, peer interactions, and school safety. Student concerns will be addressed promptly through restorative practices, parent communication, and individualized support plans when needed. **Strategy's Expected Result/Impact:** Early identification and intervention will allow the campus to address safety concerns before they escalate. Students will experience stronger relationships with trusted adults, increased feelings of safety and support, and fewer incidents of bullying, resulting in improved school climate and higher School Safety survey scores among Special Education students. **Staff Responsible for Monitoring:** Counselors, administrators, special education staff **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				



1430

Board Goal 4: Classroom Excellence

Performance Objective 1: Decrease chronic absenteeism from 12.7% to 10%.

Evaluation Data Sources: Focus attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance conference after the fifth absence. **Strategy's Expected Result/Impact:** Attendance conferences will strengthen communication and collaboration between the school and families, allowing barriers to attendance to be identified and addressed early. As a result, students will demonstrate improved attendance, reduced chronic absenteeism, and increased instructional time, leading to greater academic success. **Staff Responsible for Monitoring:** Attendance clerk, administrators, and counselor. **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1431

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators and counselor meet weekly to discuss students with excessive absences. **Strategy's Expected Result/Impact:** Regular review of attendance data by administrators and the counselor will allow the campus to identify attendance concerns early, implement targeted interventions, and address barriers to attendance before patterns become chronic. As a result, student attendance rates will improve, chronic absenteeism will decrease, and students will gain increased access to instructional time and academic success. **Staff Responsible for Monitoring:** Attendance clerk, administrators, and counselor. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, students will increase the number of laps completed during the campus fitness assessment from the Beginning of Year (BOY) to the Middle of Year (MOY) assessment by 10%, as measured through PE fitness data.

Evaluation Data Sources: PE Fitness Gram

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The PE teacher will incorporate structured cardiovascular endurance activities into daily instruction to improve students' stamina, endurance, and overall physical fitness **Strategy's Expected Result/Impact:** Students will improve cardiovascular endurance, stamina, and overall physical fitness. As a result, students will be able to sustain physical activity for longer periods and increase the number of laps completed during fitness assessments. **Staff Responsible for Monitoring:** PE coach **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will establish individual fitness goals and monitor their progress throughout the year using fitness tracking tools and periodic endurance assessments. **Strategy's Expected Result/Impact:** Students will take ownership of their fitness goals and become more motivated to improve their physical performance. As a result, students will demonstrate increased effort, improved endurance, and measurable growth in the number of laps completed from BOY to MOY. **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

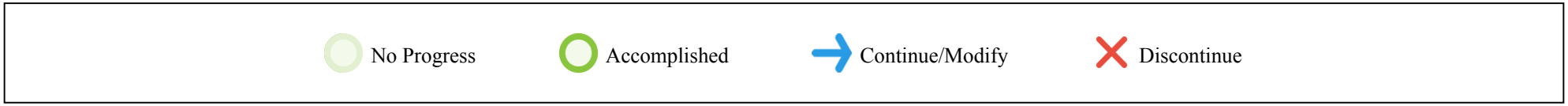
Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students performing at the Intermediate level or higher on TELPAS Speaking will increase from 33% to 38%.

Evaluation Data Sources: Summit K-12 assessments and lesson progress reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide daily opportunities for Emergent Bilingual students to engage in structured academic conversations using grade-level content, academic vocabulary, and language supports aligned to the TELPAS Proficiency Level Descriptors (PLDs). **Strategy's Expected Result/Impact:** Students will increase their use of academic vocabulary, complete oral responses, and confidence when communicating in English. As a result, students will demonstrate improved oral language proficiency and higher performance on TELPAS Speaking assessments. **Staff Responsible for Monitoring:** Teachers and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				1433

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement TELPAS-aligned speaking activities through Summit K-12 and classroom instructional practices to provide students with frequent opportunities to practice speaking, receive feedback, and monitor language growth. **Strategy's Expected Result/Impact:** Students will receive targeted practice and feedback aligned to TELPAS expectations, resulting in increased oral language development, improved speaking proficiency, and greater success on TELPAS Speaking assessments. **Staff Responsible for Monitoring:** Teachers and bilingual teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Results Driven Accountability**				



1434

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Noel Elementary will increase parent and family engagement by increasing participation in campus-sponsored academic, family, and community events and strengthening communication between home and school to support student achievement, attendance, and school connectedness.

Evaluation Data Sources: Sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will host monthly grade-level family engagement activities focused on reading, mathematics, science, and student learning. Families will participate in hands-on activities designed to strengthen academic skills and increase understanding of grade-level expectations. **Strategy's Expected Result/Impact:** Families will gain a better understanding of academic expectations and ways to support learning at home. Increased participation in school activities will strengthen the home-school partnership, resulting in improved student achievement, attendance, and engagement. **Staff Responsible for Monitoring:** Mrs. Mass (Title 1 Coordinator), administrators and teachers. **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1435

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide ongoing communication regarding student progress, attendance, and school events through monthly data folders, progress reports, parent conferences, PTA meetings, and campus communication platforms. **Strategy's Expected Result/Impact:** Consistent communication will increase family awareness of student progress and school expectations, leading to stronger family-school relationships, increased parent participation, improved attendance, and enhanced student academic success. **Staff Responsible for Monitoring:** Teachers and parents.				

No Progress Accomplished Continue/Modify Discontinue

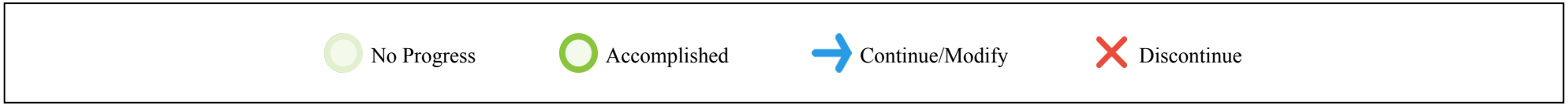
Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Noel Elementary will increase instructional capacity and teacher effectiveness by supporting teachers in obtaining certification and strengthening instructional practices through mentoring, coaching, and professional learning, resulting in 100% of teachers participating in targeted professional development and certification support programs and an increase in student academic achievement.

Evaluation Data Sources: Teacher certificates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will provide ongoing mentoring and instructional coaching for teachers who are working toward certification, international teachers, and teachers new to the profession. Mentors, MCL's, MTRT, and administrators will provide support through classroom observations, modeling, co-teaching, feedback, and professional learning. **Strategy's Expected Result/Impact:** Teachers will strengthen instructional practices, classroom management, and understanding of Texas standards and assessment expectations. As a result, instructional consistency will improve across classrooms, leading to increased student engagement and academic achievement. **Staff Responsible for Monitoring:** Mentors, MCL's, MTRT, and administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				1436

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide targeted professional learning opportunities focused on TEKS alignment, instructional best practices, assessment literacy, language acquisition strategies, and certification requirements to support teacher growth and effectiveness. **Strategy's Expected Result/Impact:** Teachers will increase their knowledge of effective instructional practices, state standards, and certification requirements. As a result, teacher effectiveness and instructional quality will improve, leading to higher levels of student achievement and academic growth. **Staff Responsible for Monitoring:** Mentors, MCL's, MTRT, and administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				



1437

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Noel Elementary will improve school climate by increasing positive student responses on the Panorama Survey related to respect, school safety, rule-following, and school connectedness by at least 5 percentage points, while maintaining a safe, respectful, and inclusive learning environment for all students.

Evaluation Data Sources: Panorama Survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will establish a consistent system for teaching, modeling, practicing, and reinforcing behavioral expectations in classrooms and common areas through the House System, classroom guidance lessons, and school-wide recognition programs. **Strategy's Expected Result/Impact:** Students will develop a clearer understanding of behavioral expectations and demonstrate increased respect, responsibility, and positive interactions with peers and adults. As a result, the campus will experience improved school climate, increased feelings of safety, and fewer behavioral concerns. **Staff Responsible for Monitoring:** All staff. **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				1438

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide students and families with meaningful opportunities to participate in school activities, leadership programs, and decision-making processes to strengthen school connectedness and engagement. **Strategy's Expected Result/Impact:** Students and families will feel more connected to the school community and develop stronger relationships with staff and peers. As a result, students will demonstrate increased engagement, improved attendance, stronger school connectedness, and more positive perceptions of the campus environment. **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

OCTECHS

2026-2027 Board Goals/Performance Objectives/Strategies

1439

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students scoring Meets or Masters on the Algebra 1 STAAR will increase from 36% to 40%.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: EOC's, Check Point Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point Assessments and classroom assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52 **- 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 Achievement 1				1441

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Instructional Coach **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 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week). **Strategy's Expected Result/Impact:** Individual student growth will improve for Classroom Assessments and STAAR EOCs. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** After School Tutoring & Transportation. - Title One Instructional Continuity - $3,000				1442

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase from 42% to 47% as measured by 2027 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR EOC 2027, Check Point Data, Classroom Assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student academic growth in Reading and Writing will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1443

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal & Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- 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, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week). **Strategy's Expected Result/Impact:** Individual student growth will improve for Classroom assessments and the STAAR EOC assessment. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** After School Tutoring for students. - Title One Instructional Continuity - $3,000				1444

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of students scoring meets or exceeds standard on English II EOC will increase from 44% to 49% as measured by 2027 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Classroom Assessments, Check Point Data & STAAR Eng. II EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student academic growth in Reading and Writing will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1445

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal & Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week). **Strategy's Expected Result/Impact:** Individual student growth will improve for Classroom & Check Point Assessments and on the STAAR EOC. **Staff Responsible for Monitoring:** Principal, Insturcitonal Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1 **Funding Sources:** After School Tutoring services. - Title One Instructional Continuity - $3,000				1446

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of students scoring meets or exceeds standard on Biology EOC will increase from 64% to 67% as measured by the 2027 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Check Point & Classroom Assessments, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1447

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal & Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week). **Strategy's Expected Result/Impact:** Individual student growth will improve for the Classroom Check Point assessments and STAAR. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** After School Tutoring services. - Title One Instructional Continuity - $3,000				1448

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: The percentage of students scoring meets or exceeds standard on the US History EOC will increase from 52% to 57% as measured by 2027 STAAR.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Check Point data, Classroom Assessments & STAAR EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom assessment data to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1449

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week). **Strategy's Expected Result/Impact:** Individual student growth will improve for Check Point and classroom data and on the EOC STAAR exam. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** After School Tutoring services. - Title One Instructional Continuity - $3,000				1450

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1451

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: OCTECHS will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 55% by 2027.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Collaborate with our IHE to increase dual credit enrollment. The Campus CCMR Coordinator, School Counselors, and College Liaison will actively promote and enroll students in dual credit courses, focusing on every grade level. **Strategy's Expected Result/Impact:** Increase the percentage of students enrolling in and passing dual credit courses on our campus by 10% compared to the previous year. **Staff Responsible for Monitoring:** Teachers, Counselor, College Liaison, Instructional Coach, Principal **Title I:** 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Family and Community Engagement 1 - Technology 1				1452

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through our partnership with Odessa College, we will offer students and parents from grades 8-12 valuable information on our 10 career pathways and academic opportunities as they transition into high school. This will ensure that incoming freshmen have a clear understanding of all available academic options. Additionally, juniors and seniors will receive support with college planning, admissions, financial aid, and scholarship opportunities. **Strategy's Expected Result/Impact:** Increase the percentage of graduating seniors who will move into a post-secondary ecudation and/or enter industry pathways by 10% compared to the previous year. **Staff Responsible for Monitoring:** Principal, AVID Instructor, College Liaison, Counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

1453

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: OCTECHS's four-year campus graduation rate will increase from 95% to 96% for the Class of 2027 and overall attendance will increase to 96.6%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: ADA, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS's average daily attendance will increase to 96.6%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Teachers, Attendance Clerk, College Liaison, Counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1				1454

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and/or academic concerns. Individualized supports will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, College Liaison **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1 - School Culture and Climate 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

1455

Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2026-27 school year to improve attendance and reduce tardies.

Evaluation Data Sources: PIEMS, ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will continue to greet students at the door to their classrooms and check student IDs for attendance. Attendance will be taken and submitted within the first 15 minutes of class starting. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and/or roam the hallways. **Staff Responsible for Monitoring:** Principal, Teachers, Attendance Clerk **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1				1456

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will continue to work with and encourage Odessa College to take and submit daily classroom attendance to reduce student tardiness and absenteeism. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in their assigned college classes and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, College Teachers, College Liaison, Attendance Clerk **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

Evaluation Data Sources: Check Point Assessment Data, Classroom Assessments & EOCs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly walkthroughs will continue to include "look for items" that will be posted each week in the Week At a Glance (WAG) to support teachers with real-time coaching and feedback. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **Title I:** 2.51, 2.52, 2.53 **- 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, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Technology 1				1457

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will continue to work with ECISD to hold quarterly data tours for teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Teachers, Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- 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, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

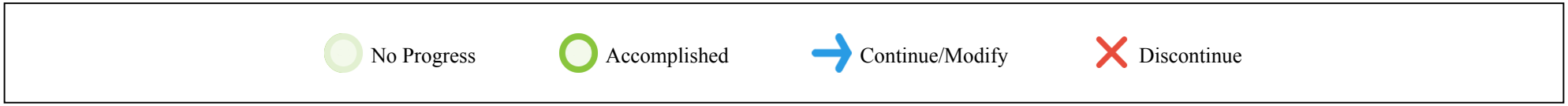
Board Goal 5: Culture of Excellence

Performance Objective 1: OCTECHS will raise the School Connectedness indicator of the Panorama survey from 62% to 67% by May 2027.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS will continue to provide weekly SEL curriculum through iLead during Home Room class period. **Strategy's Expected Result/Impact:** Students' social and emotional well-being will improve by 5% as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				1458

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will seek input from our Student Leadership group to address areas of the Panorama survey needing improvement, specifically school connectedness. We will host campus activities such as Campus Recruitment Nights x 5, Game Nights, Movies Nights, Parent Information Meetings in the Fall & Spring, Parents/Student/Teacher Conferences during the Months of October & February, Community Trunk-or-Treat, Parade of Lights, Community Easter Egg Hunt, College Signing Day. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1 **Funding Sources:** School Connectedness and Family Outreach - Title One School- Improvement - $5,000				



1459

Board Goal 5: Culture of Excellence

Performance Objective 2: OCTECHS will proactively build relationships and improve communication with students and their families.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS will utilize Focus, OCTECHS website and social media platforms to proactively communicate with students and parents. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama Surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, College Liaison, College Instructors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				1460

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will provide additional opportunities for parents and the community to visit the campus with recruitment meetings, parent information nights and student/parent activities after school. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama Surveys. **Staff Responsible for Monitoring:** Principal, Counselor, College Liaison, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Odessa Collegiate Academy

2026-2027 Board Goals/Performance Objectives/Strategies

1461

Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge** every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

As the OCA Family, we foster innovative leaders driven to forge their future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters

#GrowingForwardTogether

Follow us on our school Facebook page: ECISD - Odessa Collegiate Academy

Vision

OUR students...THE future.

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College with the expectation that our students will transfer to a college university and graduate with a bachelor degree if a field / major of their choosing.

1462

Value Statement

We Value and Believe:

•We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.
•We are a **district of leaders** and will be on the forefront of this movement to improve education for children.
•We believe that our **most fragile** students should be **taught by our best educators**.
•We **believe in meeting students where they are** academically and socially/emotionally.
•We believe students deserve a **learning experience that is personalized**.
•We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.
•We believe that **assessment using multiple measures** drives learning.
•We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.
•We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of English I EOC testers achieving Meets will increase from 87% to 90%(or higher), and will improve for Masters from 24% to 33%(or higher).

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for English I **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for English I **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement	1465
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	

Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of English II EOC testers achieving Meets will remain at 95%(or higher) and will improve for Masters from 21% to 25%(or higher).

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for English II **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1466

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for English II **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement	1467
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	

Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of Algebra I EOC testers achieving Meets will increase from 86% to 90%(or higher) and for Masters from 55% to 60%(or higher).

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for Algebra I **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1468

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for Algebra I **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement	1469
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	

Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of Biology EOC testers achieving Meets will increase from 93% to 95% (or higher) and will improve for Masters from 49% to 55% (or higher).

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR EOC May 2027 Results for Biology

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1470

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for Biology **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

1471

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: The percentage of U.S. History EOC testers achieving Meets will increase from 93% to 95% or higher and will improve for Masters from 48% to 52% or higher.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers 2nd semester when students are taking US History by Odessa College professors. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC on US History **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1472

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Being that U.S. History is taught by various Odessa College professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during during Friday AVID classes. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC for US History **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause**: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

1473

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1474

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: OCA will maintain a 100% CCMR rate for 2027.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). **Strategy's Expected Result/Impact:** Maintain a 100% rate for CCMR **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Organization 1				1475

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. **Strategy's Expected Result/Impact:** All OCA Students will be TSI compliant in Reading, Writing, & Math **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Students struggle to pass the TSI assessment in Reading/Writing and/or Math to qualify them for dual credit opportunities. **Root Cause**: There is a lack of campus wide intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2026-27 school year.

1476

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: The percentage of OCA student attendance will increase from 96.5% (May 2026) to 96.7% by the end of May 2027.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase Student Attendance **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1477

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Track student attendance weekly. Track daily some at-risk students and those students on attendance contracts / probation. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause**: We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

1478

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2026-27 school year.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents. **Strategy's Expected Result/Impact:** Positive School Learning Environment with very few discipline referrals **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				1479

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the SAS Counselor Department to assist with student conflict-resolution situations as needed. **Strategy's Expected Result/Impact:** Positive School Culture that promotes a way to resolve student conflict-resolution situations in a timely manner. **Staff Responsible for Monitoring:** Principal, Counselor, SAS Dept. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause**: We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

1480

Board Goal 4: Classroom Excellence

Performance Objective 1: OCA's 9th grade At-Risk student Percentage Rate will be within 25 points of the District's At-Risk Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Data, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as At Risk for the next 9th grade class **Strategy's Expected Result/Impact:** Be in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Identify, Recruit, and Accept ESL 8th Grade Students and Identify, Recruit and Accept 8th Grade Students under the Community Outreach Center umbrella **Strategy's Expected Result/Impact:** Increase number of At-Risk Students into the next 9th Grade class **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause**: The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

1482

Board Goal 4: Classroom Excellence

Performance Objective 2: OCA's Economically Disadvantage Percentage Rate as a campus will be within 10 points of the District's Economically Disadvantage Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Reports, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Economically Disadvantaged for the next 9th grade class **Strategy's Expected Result/Impact:** Be in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ensure ALL OCA Students / Families complete the Income Survey during the Online Registration process. **Strategy's Expected Result/Impact:** Increase the number of Economic Disadvantaged Students at OCA. **Staff Responsible for Monitoring:** Principal, EDL, Choice Schools Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause**: The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

1484

Board Goal 4: Classroom Excellence

Performance Objective 3: OCA's Emergent Bilingual Students/English Learners (Grades 9-12) will be within 10 points of the District's Emergent Bilingual Students/English Learners (Grades 9-12) Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Emergent Bilingual for the next 9th grade class **Strategy's Expected Result/Impact:** Be in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop all reading / recruiting materials in Spanish. Have all parent meetings / recruiting meetings in Spanish. **Strategy's Expected Result/Impact:** Increase the number of Emergent Bilingual Students at OCA **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause**: The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

Family and Community Engagement

Problem Statement 1: Parents attend grade level parent meetings twice a year at a high level, but there is low family participation at student events. **Root Cause**: Lack of parent interest in helping with our student activities and fund raising opportunities for the school.

1486

Board Goal 4: Classroom Excellence

Performance Objective 4: Review and ensure all family income surveys in Focus Parent Portal are fully completed.

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems and Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: By October 2, 2026, review ALL current students income surveys, grades 9-12, in their Focus parent portal registration, and look for inconsistencies that would disqualify a student for economic disadvantage status. **Strategy's Expected Result/Impact:** Have more accurate income survey information from parents that will help OCA be in more compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Registrar **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Contact families that have inconsistencies in their income survey (from last year to this year) and give them the opportunity to make corrections for more accurate information. **Strategy's Expected Result/Impact:** Identify accurately all economic disadvantage families to be more accurately in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, Registrar, Choice School Office, EDL **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Family and Community Engagement

Problem Statement 1: Parents attend grade level parent meetings twice a year at a high level, but there is low family participation at student events. **Root Cause**: Lack of parent interest in helping with our student activities and fund raising opportunities for the school.

1488

Board Goal 5: Culture of Excellence

Performance Objective 1: OCA will increase School Connectedness from 72% (Spring 2026) to 75% (Spring 2027).

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed AVID strategies / activities, grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** ALL OCA Teachers, AVID teachers, Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize a SAS Crisis Counselor as needed to have a proactive and responsive student support system for students with the goal of a more positive learning environment. **Strategy's Expected Result/Impact:** All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Academic Counselor, SAS Counselor, all Teachers, Campus Nurse, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause**: We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

1490

Board Goal 5: Culture of Excellence

Performance Objective 2: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. Also, through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen. **Strategy's Expected Result/Impact:** Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. Also, give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Technology 1				1491

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. **Strategy's Expected Result/Impact:** Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1492

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher candidates for science positions are limited and difficult to fill. **Root Cause**: Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas. Certified Math and Science teachers are especially hard to find. Note - a certified international teacher was hired over the summer to fill our open Chemistry position.

Technology
Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. **Root Cause**: There is little training for students and especially for our parents in these technology areas.

Ector County Independent School District

Odessa High School

2026-2027 Board Goals/Performance Objectives/Strategies

1493

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, Algebra I/Mathematics performance will meet or exceed the 2026-2027 Closing the Gaps stretch target of 48% at Meets Grade Level or Above. Mathematics growth will meet or exceed 82%. The 2026 accountability baseline was 16% Meets or Above in Mathematics.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core Algebra I PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. **Strategy's Expected Result/Impact:** More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 **Funding Sources:** PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus. - Title One School-wide, Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

1496

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause**: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause**: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

School Organization

Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives.
Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

1497

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, English I EOC performance will contribute to campus RLA performance meeting or exceeding the 2026-2027 Closing the Gaps stretch target of 53% at Meets Grade Level or Above. RLA growth will meet or exceed 78%. The 2026 accountability baseline was 30% Meets or Above in RLA.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core English I PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. **Strategy's Expected Result/Impact:** More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				1498

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 **Funding Sources:** PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

1499

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause**: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, English II EOC performance will contribute to campus RLA performance meeting or exceeding the 2026-2027 Closing the Gaps stretch target of 53% at Meets Grade Level or Above. RLA growth will meet or exceed 78%. The 2026 accountability baseline was 30% Meets or Above in RLA.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core English II PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. **Strategy's Expected Result/Impact:** More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				1500

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 **Funding Sources:** PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

1501

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause**: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause**: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, Biology/Science performance will increase from the 2026 accountability baseline of 55% Meets Grade Level or Above to at least 60% Meets Grade Level or Above.

HB3 Board Goal

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core Biology PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. **Strategy's Expected Result/Impact:** More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				1502

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 **Funding Sources:** PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

1503

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause**: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, U.S. History/Social Studies performance will increase from the 2026 accountability baseline of 37% Meets Grade Level or Above to at least 48% Meets Grade Level or Above, meeting the district Board Goal benchmark across tested content areas.

HB3 Board Goal

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core U.S. History PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. **Strategy's Expected Result/Impact:** More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				1504

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. **Problem Statements:** Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 **Funding Sources:** PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause**: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause**: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization 1505
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1506

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, Odessa High School will increase CCMR from the 2026 accountability baseline of 94% to 100% of graduates meeting at least one College, Career, or Military Readiness indicator, while maintaining 100% student access to an identified CCMR pathway.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: PEIMS/CCMR tracker, TSIA, Dual Credit, AP/IB, CTE certification, military, college prep and accountability reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Broncho Advantage 9-period schedule to expand access to AP, IB, AVID, CTE, Dual Credit, college prep, certification, and targeted CCMR coursework so students can add opportunity without losing core programs, athletics, fine arts, or needed interventions. **Strategy's Expected Result/Impact:** Increased pathway participation, course completion, industry credentials, dual-credit attainment, and CCMR completion. **Staff Responsible for Monitoring:** Principal, CCMR/CTE Coordinators, Counselors, Master Schedule Team, AP/IB/AVID Coordinators, CTE Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 2 - Family and Community Engagement 1 - School Organization 1				1507

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create a freshman-to-senior dual-credit readiness pipeline. Eligible freshmen will receive EDUC/TSIA readiness support, complete TSIA preparation/testing and Odessa College registration steps, and transition into EDUC 1300/dual-credit coursework. Seniors who are not yet CCMR-complete will be prioritized for targeted dual-credit, CTE certification, college-prep, or other qualifying opportunities. **Strategy's Expected Result/Impact:** Earlier exposure to college expectations and a structured senior completion pathway will increase dual-credit participation, TSIA readiness, persistence, and CCMR attainment. **Staff Responsible for Monitoring:** Principal, CCMR Coordinator, Dual Credit/EDUC Staff, Counselors, Odessa College Partners, CTE Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Family and Community Engagement 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

1508

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause**: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause**: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from the final 2025-2026 baseline (88.6%) to 95% by May 2027.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: PEIMS, FOCUS attendance reports, chronic absenteeism reports, weekly attendance dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance clerks, administrators, counselors, sponsors/coaches, and support staff will use weekly student-level attendance monitoring, parent contacts, attendance plans/contracts, wellness checks, and escalation procedures for students demonstrating concerning trends. **Strategy's Expected Result/Impact:** Earlier intervention and coordinated adult follow-up will reduce chronic absenteeism and increase daily instructional time. **Staff Responsible for Monitoring:** Principal, Campus Administration, Attendance Staff, Counselors, Coaches/ Sponsors, Corral/Support Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2 - Family and Community Engagement 1 **Funding Sources:** Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				1509

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement student attendance incentive and connectedness campaigns, including program-based accountability in fine arts, athletics, CTE, AVID, and other extracurricular groups, with recognition for improved and strong attendance. **Strategy's Expected Result/Impact:** Students experience stronger adult connection and positive reinforcement for being present, increasing attendance and reducing program-related eligibility concerns. **Staff Responsible for Monitoring:** Principal, Campus Administration, Attendance Leads, Fine Arts/Athletics/ Program Sponsors, Student Council, Title I Leads **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2 - Family and Community Engagement 1 **Funding Sources:** Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue 1510

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/ family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause**: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease by at least 10% from the final 2025-2026 baseline by May 2027, with specific monitoring of special education and other disproportionately represented student groups. [ENTER FINAL BASELINE]

Evaluation Data Sources: FOCUS discipline reports, PEIMS discipline data, special education discipline monitoring, MTSS records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use consistent campus procedures, progressive interventions, restorative/problem-solving conferences, and case-by case review before exclusionary discipline when appropriate, with required consideration of student supports and disability-related needs. **Strategy's Expected Result/Impact:** Reduced loss of instructional time, improved consistency, and more effective intervention before repeated behavior escalates. **Staff Responsible for Monitoring:** Principal, Campus Administration, MTSS Team, Special Education Staff, Counselors **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				1511

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen school connectedness through pathway participation, extracurricular involvement, mentoring/adult advocacy, positive behavior recognition, and consistent campus routines. **Strategy's Expected Result/Impact:** Students who are connected to adults and programs are more likely to attend, engage, and respond to behavioral expectations, reducing repeated referrals and exclusionary consequences. **Staff Responsible for Monitoring:** Principal, Campus Administration, Counselors, Program Coordinators, Coaches/ Sponsors, Student Support Staff **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements: 1512

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/ family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, core tested-area PLCs will demonstrate consistent implementation of data-driven Tier I planning, common assessment analysis, and targeted reteach/extension, as evidenced by walkthroughs, PLC products, and student performance growth.

Evaluation Data Sources: PLC agendas/products, walkthrough data, common assessments, coaching logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Protect common/daily PLC structures in tested areas and use Opportunity Culture MCLs/instructional coaches to lead short-cycle analysis and instructional response. **Strategy's Expected Result/Impact:** Greater instructional consistency and faster response to student misconceptions **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chairs **Title I:** 2.51, 2.52 **- 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 **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				1513

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Continue AVID Schoolwide WICOR implementation with emphasis on writing, reading, academic vocabulary, inquiry, organization, and evidence-based student discourse across content areas. **Strategy's Expected Result/Impact:** Increased rigor, literacy across content, student ownership, and transfer of academic strategies into EOC and advanced coursework. **Staff Responsible for Monitoring:** Principal, AVID Coordinator, AVID Site Team, Campus Administration, Instructional Coaches, MCL/MTRT **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 1514

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause**: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: ducator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Odessa High School will increase the percentage of students enrolled in at least one AP, IB, AVID, CTE, or Dual Credit course/program, with a campus expectation that every student has an identified advanced academic or career pathway.

Evaluation Data Sources: PEIMS course enrollment, AP/IB/AVID/CTE/Dual Credit rosters, master schedule reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use the 9-period Broncho Advantage schedule to remove schedule conflicts and expand student access to rigorous academic, career, fine arts, athletic, elective, and intervention opportunities. **Strategy's Expected Result/Impact:** More students participate in high-value pathways without sacrificing other programs; increased connectedness and CCMR attainment. **Staff Responsible for Monitoring:** Principal, Counselors, Master Schedule Team, Program Coordinators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Organization 1				1515

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct intentional pathway recruitment and advising for students not currently enrolled in AP, IB, AVID, CTE, or Dual Credit, using student interest, readiness, and postsecondary goals. **Strategy's Expected Result/Impact:** Increased equitable access to rigorous programs and stronger student ownership of future plans. **Staff Responsible for Monitoring:** Counselors, CCMR/CTE Coordinators, AP/IB/AVID Coordinators, Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Family and Community Engagement 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements: 1516

Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause**: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Odessa High School will strengthen teacher effectiveness and retention through strategic staffing, differentiated coaching, mentoring, and leadership development, with improvement in campus retention/certification indicators from the 2025-2026 baseline. [2025- 14% turnover rate, 2026-12.3% (29/235)]

Evaluation Data Sources: HR retention/certification data, staffing rosters, coaching logs, TTESS/walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Design staffing and class assignments around student need and teacher strengths, including strategic class-size differences, priority cohort placement, and manageable loads for developing teachers. **Strategy's Expected Result/Impact:** Instructional talent is concentrated where student need is greatest while developing teachers receive appropriate support and conditions for growth. **Staff Responsible for Monitoring:** Principal, Campus Administration, Department Chairs, MCLs **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				1517

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide differentiated job-embedded support through MCLs, instructional coaches, mentors, PLC leaders, and leadership opportunities for high-capacity staff. **Strategy's Expected Result/Impact:** Improved teacher skill, retention, leadership capacity, and instructional consistency. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coaches, MCLs, Mentors **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause**: ducator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

1518

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, student tardiness will decrease by at least 20% from the 2025-2026 baseline. [ENTER FINAL BASELINE]

Evaluation Data Sources: FOCUS tardy reports, classroom attendance, administrator weekly dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Continue centralized/assigned tardy monitoring with weekly trend reporting, student consequences/ interventions, and administrator follow-up. **Strategy's Expected Result/Impact:** Reduced lost instructional time and improved consistency of campus routines. **Staff Responsible for Monitoring:** Principal, Campus Administration, Tardy Coordinator/Assigned Staff **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				1519

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use parent communication, student education, positive recognition, and program accountability to reinforce on-time attendance. **Strategy's Expected Result/Impact:** Clear expectations plus positive reinforcement reduce repeated tardiness and increase class time **Staff Responsible for Monitoring:** Campus Administration, Teachers, Attendance Staff, Coaches/Sponsors **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/ family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause**: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

1520

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness data will improve from the 2025-2026 baseline by at least 5 percentage points by May 2027. [ENTER FINAL PANORAMA/LOCAL BASELINE]

Evaluation Data Sources: Panorama or district climate survey, student/staff feedback, participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement From Aspiration to Expectation / Broncho Advantage messaging and student experiences that connect every student to a future pathway and communicate that graduation, CCMR, and postsecondary success are expected outcomes. This work will include the 9-period Broncho Advantage schedule, freshman EDUC/TSIA preparation and EDUC 1300 dual-credit coursework, senior dual-credit/CCMR completion opportunities, and expanded AP/IB/CTE/AVID/Dual Credit access. **Strategy's Expected Result/Impact:** Students understand why school matters, see a viable future pathway, and experience stronger belonging and purpose. **Staff Responsible for Monitoring:** Principal, Campus Administration, Counselors, Program Coordinators, Student Leadership **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				1521

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use incentive-based activities, student recognition, clubs/programs, fine arts, athletics, CTE, AVID, and student leadership to reward attendance, growth, citizenship, and participation. **Strategy's Expected Result/Impact:** Positive culture and recognition increase engagement, attendance, and student connection to campus. **Staff Responsible for Monitoring:** Principal, Campus Administration, Student Council, Coaches/Sponsors, Program Coordinators **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 1522

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause**: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, family/community participation in academic, CCMR, attendance, and pathway events will increase over the 2025-2026 baseline, with multiple opportunities each semester for meaningful two-way engagement.

Evaluation Data Sources: Campus calendar, sign-in data, SchoolStatus/email engagement, parent feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Title I/Campus engagement leads will coordinate targeted family events and communication on attendance, graduation, 9-period scheduling, CCMR, dual credit/EDUC, CTE, AP/IB/AVID, and student supports. **Strategy's Expected Result/Impact:** Families better understand available opportunities and can make informed decisions with students. **Staff Responsible for Monitoring:** Principal, Title I Leads, Counselors, CCMR/CTE Coordinators, Program Coordinators **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				1523

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leverage Odessa College, industry, community organizations, booster groups, and alumni/community partners to expand student and family awareness of college, career, certification, and workforce opportunities. **Strategy's Expected Result/Impact:** Expanded community connection strengthens pathway relevance and supports postsecondary transitions. **Staff Responsible for Monitoring:** Principal, CCMR/CTE Coordinators, Counselors, Community/College Partners **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 1 **Funding Sources:** Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

1524

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause**: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Odessa High School will reduce chronic absenteeism from the 2025-2026 baseline and demonstrate improved attendance among students involved in targeted campus programs and extracurricular groups. [ENTER BASELINE/TARGET]

Evaluation Data Sources: PEIMS attendance, chronic absenteeism, program attendance trackers, eligibility reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Coordinate attendance monitoring across fine arts, athletics, CTE, AVID, and student organizations, with sponsors/coaches receiving actionable data and intervening early with students. **Strategy's Expected Result/Impact:** Students experience additional layers of adult accountability and support before attendance problems become chronic. **Staff Responsible for Monitoring:** Principal, Campus Administration, Attendance Staff, Fine Arts/Athletics/Program Sponsors **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				1525

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use the 9-period day and individualized schedule supports to reduce barriers caused by course failure, intervention conflicts, and lack of access to engaging programs. **Strategy's Expected Result/Impact:** Students remain connected to high-interest programs while receiving required academic support, improving persistence and attendance. **Staff Responsible for Monitoring:** Principal, Counselors, Master Schedule Team, Program Coordinators **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements: 1526

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause**: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.

School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause**: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Ector County Independent School District

Pease Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1527

Mission Statement

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens. A world-class campus empowering compassionate, curious, and resilient global citizens through individualized, reflective teaching and learning. We foster knowledgeable and caring young people who promote a better, more peaceful world through intercultural understanding and respect, driven by high expectations and mutual accountability in a nurturing and inclusive community.

Vision

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens.

Value Statement

1528

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go, Mustangs!

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, 41% of 3rd-5th grade students will meet or exceed the "Meets" standard on STAAR Reading and Math, progressing toward the district goal of 48% by 2029.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

1530

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver rigorous, TEKS-aligned Tier 1 instruction that is backward-planned using STAAR blueprints, item-level analysis, and Know & Show trackers to ensure priority standard coverage. Instruction will include frequent use of STAAR question stems and released item formats to build student familiarity with assessment expectations. **Strategy's Expected Result/Impact:** Increased percentage of students meeting the "Meets" standard on STAAR Reading and Math; improved alignment between instruction and assessment; increased student familiarity with STAAR format and rigor. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 **- TEA Priorities:** 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** **Problem Statements:** Student Achievement 1, 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group instruction will be guided by formative data (iReady, HMH, MAP, Checkpoints) and will prioritize students performing just below the "Meets" standard. Flexible student groupings will be adjusted every 2-3 weeks based on data, and instructional support will be provided through co-teaching and modeling by Multi-Classroom Leaders (MCLs) and Master Team Reach Teachers (MTRTs). **Strategy's Expected Result/Impact:** Increased percentage of students transitioning from Approaches to Meets standard on STAAR Reading and Math; improved targeted intervention for students needing support; greater student growth on iReady, MAP, and STAAR assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in weekly data meetings to analyze checkpoint data, identifying trends and adjusting instructional plans accordingly. Students will participate in data conferences throughout the year to set personal goals and track their own academic progress. **Strategy's Expected Result/Impact:** Improved teacher clarity and instructional planning that leads to increased student achievement and academic growth. Students will become more engaged in their learning by tracking their own progress and setting personal academic goals. Instructional adjustments will result in closing performance gaps among student subgroups. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3, 4				

1532

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Instructional coaching and professional development in International Baccalaureate Primary Years Programme (IB PYP) support will focus on building teacher capacity to deliver high-rigor, STAAR-aligned instruction. Campus leaders and MCLs will lead weekly coaching cycles, provide real-time feedback, model lessons, and facilitate learning laps with an emphasis on comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, spiral review and STAAR-style practice will be embedded throughout instruction using released items, multi-step problem-solving tasks, and close reading strategies. **Strategy's Expected Result/Impact:** Improved instructional rigor and alignment across classrooms, resulting in increased student performance on STAAR. Teachers will demonstrate greater confidence and effectiveness in delivering lessons at the Meets/Masters level. Students will become more familiar with STAAR item types and demonstrate increased success in applying comprehension and problem-solving strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 **- TEA Priorities:** 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** **Problem Statements:** Student Achievement 1, 2, 3, 4 **Funding Sources:** - Local - $28,000				1533

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause**: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause**: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause**: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Student Achievement
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause**: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

1534

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, at least 60% of students in K-5 will demonstrate grade-level proficiency in Reading and Math as measured by end-of-year district-approved diagnostic assessments.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Checkpoints, Growth Assessments, iReady, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement data-driven small group instruction in reading and math across all K-5 classrooms, supported by PLCs and coaching. Teachers will use MAP Growth data, HMH module assessments, iReady, and checkpoint assessments to identify students in the 41st-60th percentile band and provide targeted small-group interventions at least three times per week. Multi-Classroom Leaders (MCLs) and instructional coaches will model lessons, provide feedback, and monitor the fidelity of small-group implementation to ensure students receive personalized support that accelerates growth toward mastery. **Strategy's Expected Result/Impact:** Achievement gaps will narrow as more students progress from the approaching level toward meeting or mastering standards, positioning them for long-term academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 **Funding Sources:** - Title One School-wide - $80,000, - Local - $108,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide after-school tutoring for students identified as performing below the Meets standard on STAAR or within the 21st-40th percentile on MAP Growth, with tutoring led by high-performing teachers. Instruction will focus on reteaching priority TEKS, building comprehension and problem-solving skills, and preparing students for STAAR rigor. **Strategy's Expected Result/Impact:** Accelerated growth for students performing below grade level; increased percentage of students moving from Approaches to Meets on STAAR and from below 41st percentile into the 41st-60th percentile achievement band on MAP. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

1536

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause**: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause**: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause**: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause**: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, at least 40% of students in grades 3-5 will achieve Meets Grade Level or above on STAAR Reading and Mathematics, progressing toward the district goal of 48% by 2029.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver rigorous, TEKS-aligned Tier 1 instruction that is backward-planned using STAAR blueprints, item-level analysis, and Know & Show trackers to ensure priority standard coverage. Instruction will include frequent use of STAAR question stems and released item formats to build student familiarity with assessment expectations. **Strategy's Expected Result/Impact:** Increased percentage of students meeting the "Meets" standard on STAAR Reading and Math; improved alignment between instruction and assessment; increased student familiarity with STAAR format and rigor. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 - **TEA Priorities:** 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** **Problem Statements:** Student Achievement 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group instruction will be guided by formative data (iReady, HMH, MAP, Checkpoints) and will prioritize students performing just below the "Meets" standard. Flexible student groupings will be adjusted every 2-3 weeks based on data, and instructional support will be provided through co-teaching and modeling by Multi-Classroom Leaders (MCLs) and Master Team Reach Teachers (MTRTs). **Strategy's Expected Result/Impact:** Increased the percentage of students transitioning from Approaches to Meets standard on STAAR Reading and Math; improved targeted intervention for students needing support; and increased student growth on iReady and STAAR assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will meet weekly to analyze checkpoint data, identify trends, and adjust instructional plans accordingly. Students will participate in data conferences throughout the year to set personal goals and track their own academic progress. **Strategy's Expected Result/Impact:** Improved teacher clarity and instructional planning that lead to increased student achievement and academic growth. Students will become more engaged in their learning by tracking their own progress and setting personal academic goals. Instructional adjustments will help close performance gaps among student subgroups. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Instructional coaching and professional development in the International Baccalaureate Primary Years Programme (IB PYP) will focus on building teacher capacity to deliver high-rigor, STAAR-aligned instruction. Campus leaders and MCLs will lead weekly coaching cycles, provide real-time feedback, model lessons, and facilitate learning laps, emphasizing comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, we will embed spiral review and STAAR-style practice throughout instruction using released items, multi-step problem-solving tasks, and close reading strategies. **Strategy's Expected Result/Impact:** Improved instructional rigor and alignment across classrooms, resulting in increased student performance on STAAR. Teachers will demonstrate greater confidence and effectiveness in delivering lessons at the Meets/Masters level. Students will become more familiar with STAAR item types and demonstrate increased success in applying comprehension and problem-solving strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator **Title I:** 2.52, 2.53 **- TEA Priorities:** 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** **Problem Statements:** Student Achievement 1, 2, 3, 4 **Funding Sources:** - Local - $28,000				1539

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause**: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause**: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause**: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Student Achievement

Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause**: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

1540

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, at least 43% of students in grades 3-5 at Pease Elementary will achieve Meets Grade Level or above on the STAAR Reading assessment, demonstrating progress toward the district goal of 48% of students achieving Meets Grade Level or above by 2029.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Reading Results, iReady Reading Diagnostic, HMH Weekly/Module Assessments, student data folders, checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver daily, structured reading instruction using Saxon Phonics, HMH modules, and guided reading aligned to TEKS and MAP skills. MCLs and the Instructional Specialist will model lessons and support implementation to ensure all components of reading--decoding, fluency, vocabulary, and comprehension. **Strategy's Expected Result/Impact:** Students will demonstrate stronger foundational reading skills, including improved decoding accuracy, oral reading fluency, vocabulary development, and comprehension. More consistent instruction aligned to TEKS and MAP skills will help more students meet grade-level expectations. As a result, 3rd grade students will show growth on MAP Reading assessments and an increase in the percentage of students achieving the "Meets" standard on STAAR Reading. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal, Instructional Specialist, **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3, 4				1541

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formative data (MAP, iReady, HMH, checkpoints) will be used to create flexible, needs-based small groups. Teachers will prioritize students below the 41st percentile and those near the Meets standard on STAAR. Groups will be adjusted every 2-3 weeks, with modeling and co-teaching support from MCLs and TRTs. **Strategy's Expected Result/Impact:** Targeted small-group instruction will accelerate growth for students performing below grade level, particularly those in the 21st-40th percentile on MAP and those approaching the Meets standard on STAAR. Regular regrouping based on formative data will keep instruction responsive to student needs, resulting in more students moving into the 41st-60th percentile band on MAP and achieving the Meets standard on STAAR Reading. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal, Instructional Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will integrate STAAR-style reading questions and paired passages into weekly instruction through bell ringers, exit tickets, and close reading tasks. STAAR-aligned materials and question stems will build stamina and exposure to the test format, especially after MOY data analysis. **Strategy's Expected Result/Impact:** Students will become more confident and proficient in responding to STAAR-style questions through repeated exposure to assessment-aligned materials. Increased familiarity with STAAR format, vocabulary, and question stems will build reading stamina and improve performance on multi-step comprehension tasks. This consistent practice will lead to a higher percentage of students achieving the "Meets" standard on the STAAR Reading assessment. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal, Instructional Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause**: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause**: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause**: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause**: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

1543

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2026, 100% of K-3 classrooms will implement structured literacy practices (phonics, vocabulary, comprehension, and fluency) aligned to the Science of Teaching Reading.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Walkthrough & observation data, student data folders, iReady Reading progress monitoring, STAAR Reading results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver daily structured literacy instruction (phonics, vocabulary, fluency, comprehension) aligned to Saxon, HMH, and guided reading practices. **Strategy's Expected Result/Impact:** Improved foundational reading outcomes, stronger alignment to Science of Teaching Reading, and increased percentage of students meeting MAP and STAAR Reading benchmarks. **Staff Responsible for Monitoring:** Multi-Classroom Leaders (MCLs) will support through modeling lessons, coaching cycles, and fidelity checks. **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4				1544

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use formative assessment data (iReady, HMH module assessments, fluency checks) to plan and deliver targeted small-group literacy instruction at least three times per week. **Strategy's Expected Result/Impact:** Increased student growth in foundational reading skills as measured by iReady and classroom fluency assessments. **Staff Responsible for Monitoring:** MCLs and TRTs will support by modeling lessons, co-teaching, and helping teachers adjust small groups every 2-3 weeks. **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 Achievement 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1545

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause**: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause**: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause**: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause**: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, Pease Elementary will strengthen and sustain the House System as a campus-wide structure for student leadership, belonging, engagement, and accountability, increasing student-reported School Connectedness from 71% to at least 75% and increasing student attendance from 93.6% to at least 95%.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Panorama surveys, sign in sheets, attendance records,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a House System Leadership Framework where each House has student leaders (House Captains and Ambassadors) responsible for: Leading House meetings, celebrations, and service projects, supporting peers in goal-setting and tracking attendance/ academic progress, and serving as liaisons between staff and students to build ownership in school culture **Strategy's Expected Result/Impact:** The House System Leadership Framework will increase students' sense of belonging, accountability, and engagement as evidenced by: Improved student attendance rates and a reduction in chronic absenteeism, increased student participation in leadership roles and peer-led activities, higher family engagement rates at school events and House-sponsored activities, and positive trends in student, staff, and parent survey data regarding school culture and connectedness. Strengthened alignment with district CCMR goals by fostering habits of responsibility, collaboration, and perseverance beginning in elementary school. **Staff Responsible for Monitoring:** House leaders, admin team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 **Funding Sources:** - Local - $2,500				1546

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: House Captains and Ambassadors will facilitate quarterly "House Data Talks," where students celebrate progress, set new goals, and encourage peers to achieve academic and attendance goals. **Strategy's Expected Result/Impact:** Increased student accountability for attendance and academics, reduced chronic absenteeism, and strengthened alignment between House culture **Staff Responsible for Monitoring:** teachers, administration, support staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to 1547 ensuring all students have consistent access to Tier I instruction and interve **Root Cause**: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized prob
Problem Statement 2: In 2025-2026, 78.95% of Pease students were identified as economically disadvantaged. While this represents a decrease from 83.74% in 2024-2025, economically disadvantaged students continue to comprise a significant majority of the campus population and may require additional academic resources, interventions, and supports to ensure equitable access to high levels of achievement. **Root Cause**: The high percentage of economically disadvantaged students requires Pease to provide intentional systems that address differences in access to academic resources and learning opportunities. Continued emphasis is needed on high-quality Tier I instruction, targeted intervention, access to instructional resources, and additional academic supports to ensure socioeconomic circumstances do not become ba

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, 90% of students at Pease Elementary will regularly review their academic data and set personal learning goals (as measured by student-led data conferences, leadership binders, and survey feedback), building ownership and accountability habits aligned with CCMR readiness.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Student Data Folders, Checkpoints, iReady Progress Monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will track progress using data folders and reflect on areas of growth and improvement. **Strategy's Expected Result/Impact:** Students become active participants in their learning, take greater ownership of their goals, and show better alignment between their academic actions and outcomes. **Staff Responsible for Monitoring:** classroom teachers **TEA Priorities:** Improve low-performing schools				1548

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in biweekly goal-setting sessions tied to iReady/reading assessments, documenting goals and progress in their data folders. **Strategy's Expected Result/Impact:** Increased student ownership of reading growth, improved iReady reading scores, and more students moving into "Meets" on STAAR Reading. **Staff Responsible for Monitoring:** classroom teacher				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of Pease teachers will implement high-quality Tier 1 instruction aligned to TEKS and IB PYP inquiry-based practices with fidelity, as measured by classroom walkthroughs, lesson plan reviews, and student performance data, resulting in at least a 10% increase in students achieving "Meets" or higher on STAAR Reading and Math compared to 2026 baseline data.

Evaluation Data Sources: Classroom Walkthrough & Observation Data (Eduphoria, MCL coaching logs, administrator observations)

Lesson Plan Reviews (alignment to TEKS, rigor, IB PYP inquiry practices)

STAAR Results - percentage of students at Meets and Masters levels in Reading and Math

Checkpoints (HMH module assessments, iReady, campus-developed assessments)

PLC Documentation & Data Protocols - evidence of data-driven planning and reteach cycles

IB PYP Implementation Rubric & Reflection Logs

1549

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly PLCs and vertical teaming cycles to align TEKS, IB PYP units of inquiry, and lesson delivery models. PLCs will emphasize data-driven planning, reteach protocols, and integration of inquiry-based practices. Multi-Classroom Leaders (MCLs) and administrators will provide ongoing coaching, modeling, and feedback to ensure rigorous, student-centered Tier 1 instruction is delivered with fidelity across all grade levels. **Strategy's Expected Result/Impact:** Teachers will consistently deliver rigorous, inquiry-based Tier 1 instruction aligned to both TEKS and IB PYP practices. Students will demonstrate stronger engagement and ownership of their learning through inquiry cycles and goal setting. Classroom walkthrough and lesson plan data will show increased alignment to standards and instructional best practices. Student performance will improve, reflected in at least a 10% increase in the percentage of students meeting or exceeding "Meets" on STAAR Reading and Math by May 2027. **Staff Responsible for Monitoring:** Principal & Assistant Principal - monitor implementation, provide instructional leadership, and ensure accountability. Multi-Classroom Leaders (MCLs) - coach, model, and support teachers in lesson planning, delivery, and data-driven practices. Grade-Level Teachers - collaborate in PLCs, implement Tier 1 instruction with fidelity, and track student progress. IB PYP Coordinator - ensure alignment of inquiry practices and support teachers in integrating PYP units into daily instruction. **Title I:** 2.51, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 **Funding Sources:** - Title One School-wide - $33,000				1550

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in monthly lesson study cycles in which grade-level teams collaboratively design, teach, observe, and reflect on lessons aligned with TEKS and IB PYP inquiry practices. **Strategy's Expected Result/Impact:** Increased alignment of Tier 1 instruction to TEKS rigor and the IB PYP framework. **Staff Responsible for Monitoring:** Principal, IB Coordinator, MCLs, Grade-Level Team Leads **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause**: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause**: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause**: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause**: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of Pease students will regularly engage in formative feedback, reflection, and goal-setting practices that promote ownership of learning, resulting in student-reported Rigorous Expectations increasing from 78% to at least 82% and observable evidence of student ownership of learning in at least 90% of classrooms.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will embed structured feedback cycles (exit tickets, conferencing, peer feedback) at least twice weekly, using prompts aligned to lesson objectives. **Strategy's Expected Result/Impact:** Students will show stronger engagement and ownership by acting on feedback, leading to improved academic performance and higher Panorama engagement scores. **Staff Responsible for Monitoring:** classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in monthly "Learning Laps" to observe and share best practices for student engagement and feedback integration. **Strategy's Expected Result/Impact:** Increased consistency of classroom excellence, stronger peer collaboration, and improved instructional practices that drive student participation and ownership of learning. **Staff Responsible for Monitoring:** Multi-Classroom Leaders (MCLs) will model strategies that highlight visible student thinking				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Pease Elementary will increase the percentage of students reporting a strong sense of school connectedness from 71% to at least 75% by the end of the 2026-2027 school year, as measured by the Spring Panorama Student Survey.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the House System to build positive relationships, school spirit, and cross-grade mentorship opportunities. **Strategy's Expected Result/Impact:** Implementing the House System will foster stronger peer-to-peer and student-teacher relationships, increasing students' sense of belonging (as reflected in Panorama survey data), boosting engagement in campus activities, and reducing discipline referrals across grade levels. **Staff Responsible for Monitoring:** Principal & Assistant Principal - oversee implementation and ensure alignment with campus vision. Counselor - monitor student engagement and social-emotional needs tied to belonging. Teachers & House Teacher Leads - integrate House activities in classrooms, provide feedback, and track student progress. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				1553

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leadership team and MCLs will conduct monthly "Excellence in Action Walks," highlighting classrooms and student work that exemplify rigor, collaboration, and IB Learner Profile attributes. **Strategy's Expected Result/Impact:** Stronger collaboration among staff through shared recognition of effective strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IB Coordinator, MCLs **Title I:** 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and interve **Root Cause**: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized prob

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Board Goal 5: Culture of Excellence

Performance Objective 2: Pease Elementary will increase student attendance rates from 93.6% to at least 95% across all grade levels by the end of the 2026-2027 school year.

Evaluation Data Sources: attendance records, parent communication logs regarding attendance, campus incentive program participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Launch a tiered attendance incentive system (House points, monthly recognition, class trophies, and campus-wide celebrations). **Strategy's Expected Result/Impact:** The tiered attendance incentive system will motivate students and families to prioritize daily attendance, improving attendance rates across all grade levels. Additionally, stronger accountability and recognition will foster a positive school culture that celebrates consistency, resulting in fewer chronic absenteeism cases and stronger alignment with the district's attendance goals. **Staff Responsible for Monitoring:** Principal & Assistant Principal - oversee campus-wide attendance goals, ensure incentives are implemented with fidelity. Attendance Clerk / PEIMS Clerk - track daily attendance data, monitor chronic absenteeism, and provide reports. Counselor - support students with attendance barriers, communicate with families, and track attendance-related interventions. House System Team - manage House point allocation and oversee recognition events tied to attendance. Teachers - reinforce attendance expectations daily, celebrate classroom-level attendance wins, and communicate concerns to administration. **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Family and Community Engagement 1				1555

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Integrate attendance into the House System by awarding daily and weekly House points for perfect attendance and improved attendance streaks. Each month, recognize the House with the highest attendance rate in assemblies, newsletters, and on social media. **Strategy's Expected Result/Impact:** Increased motivation for students to attend school consistently through positive peer competition. **Staff Responsible for Monitoring:** House Leaders, Attendance Clerk, Principal, MCLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and interve **Root Cause**: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized prob 1556
Problem Statement 2: In 2025-2026, 78.95% of Pease students were identified as economically disadvantaged. While this represents a decrease from 83.74% in 2024-2025, economically disadvantaged students continue to comprise a significant majority of the campus population and may require additional academic resources, interventions, and supports to ensure equitable access to high levels of achievement. **Root Cause**: The high percentage of economically disadvantaged students requires Pease to provide intentional systems that address differences in access to academic resources and learning opportunities. Continued emphasis is needed on high-quality Tier I instruction, targeted intervention, access to instructional resources, and additional academic supports to ensure socioeconomic circumstances do not become ba
Family and Community Engagement
Problem Statement 1: Family participation in campus organizations remains limited, with 70 PTA members, despite this being Pease's highest fall PTA membership to date. **Root Cause**: Current family engagement efforts have not yet resulted in broad participation across the Pease community. The Pease community needs more accessible, meaningful opportunities for family involvement.

Ector County Independent School District

Permian High School

2026-2027 Board Goals/Performance Objectives/Strategies

1557

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding the meets standard on STAAR EOC English I will increase from 40% to 45% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: Checkpoints
STAAR Interim
Campus Based Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, through PLC and the District Closing the Loop Data trackers, will track student data at the meets level following district checkpoints (5 and 9 weeks), and STAAR interim. **Strategy's Expected Result/Impact:** Targeted Intervention for students based on data in real time. Allow for data driven reteach based on low performing standards. **Staff Responsible for Monitoring:** MCL, Department Chairs, Teachers. Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students performing below the approaches performance level on 8th grade RLA, English I, and English II EOC will be placed in a Reading I Lab class for remediation/acceleration. **Strategy's Expected Result/Impact:** Structured support for struggling students with a focus on gaps. Increasing student capacity to read and write on grade level. Improve student performance level on EOCs for re-testers and first time testers. **Staff Responsible for Monitoring:** MCL, DCs, Administrators, Lab Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement Region 18 Co-Teacher Training and ongoing instructional coaching for Special Education and English I teachers to strengthen inclusive instructional practices, improve co-teaching effectiveness, and increase student access to grade-level English I TEKS. Teachers will participate in professional learning, collaborative planning, classroom implementation, and coaching cycles focused on evidence-based instructional strategies, accommodations, and progress monitoring to improve Special Education student performance on the STAAR English I End-of-Course assessment. **Strategy's Expected Result/Impact:** Increase student performance for special education students through SDI. **Staff Responsible for Monitoring:** General Education Teachers, Co-Teachers, MCLs, DCs, Admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1560

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. **Root Cause**: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1561

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding the meets standard on STAAR EOC English II will increase from 42% to 47% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: Checkpoints
STAAR Interim
Campus Based Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students performing below the approaches performance level on English I, and English II EOC will be placed in a Reading I Lab class for remediation/acceleration. **Strategy's Expected Result/Impact:** Increase student performance on STAAR English II EOC. Increase the % of students passing the English II EOC as a first time tester. **Staff Responsible for Monitoring:** MCLS, DCS, Administrators, Lab Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1562

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers through PLC will track student data at the meets level following district checkpoints (5 and 9 weeks), and STAAR interim. **Strategy's Expected Result/Impact:** Targeted Intervention for students based on data in real time. Allow for data driven reteach based on low performing standards. **Staff Responsible for Monitoring:** MCLS, DCs, Administrators, Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement Region 18 Co-Teacher Training and ongoing instructional coaching for Special Education and English II teachers to strengthen inclusive instructional practices, improve co-teaching effectiveness, and increase student access to grade-level English II TEKS. Teachers will participate in professional learning, collaborative planning, classroom implementation, and coaching cycles focused on evidence-based instructional strategies, accommodations, and progress monitoring to improve Special Education student performance on the STAAR English II End-of-Course assessment. **Strategy's Expected Result/Impact:** Increase students receiving special education services English II EOC test scores **Staff Responsible for Monitoring:** General Education Teachers, Co-Teachers, MCLs, DCs, Admin **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1563

Student Achievement

Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. **Root Cause**: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of students achieving or exceeding the meets standard on STAAR EOC Algebra I will increase from 24% to 30% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC, STAAR Interim Assessments, District Checkpoints, Campus Based Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students performing below the approaches performance level on 8th Grade Math STAAR will be placed in an Algebra I math lab. Algebra I EOC re-testers will be placed in Algebraic Reasoning with **Strategy's Expected Result/Impact:** Increase student performance on STAAR Algebra I EOC. Increase the % of students passing the Algebra I EOC as a first time tester. **Staff Responsible for Monitoring:** Checkpoints STAAR Interim Campus Based Assessments. **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1564

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaboratively planning rigorous, TEKS-aligned lessons that leverage Desmos Classroom activities. **Strategy's Expected Result/Impact:** Increase the percentage of Algebra I students performing at the Meets Grade Level standard on the STAAR End-of-Course assessment. Students understanding math concepts conceptually and procedural. **Staff Responsible for Monitoring:** MCLs, DCs, Administrators. **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. **Root Cause**: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1565

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of students achieving or exceeding the meets standard on STAAR EOC US History will increase from 43% to 48% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Evaluation Data Sources: District Checkpoints, Campus Based Assessments, STAAR Interim Assessments, STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students performing below the approaches performance level on US History EOC will be placed in a US History Lab class for remediation/acceleration. **Strategy's Expected Result/Impact:** Increase student performance on STAAR US History EOC. Increase the % of students passing the US History EOC as a first time tester. **Staff Responsible for Monitoring:** MCLS, DCS, Lab Teachers, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1566

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will partner with Region 18 Education Service Center to strengthen instructional practices and supports for Emergent Bilingual (EB) students. **Strategy's Expected Result/Impact:** Improved performance on all assessments throughout the year Increased implementation of ELPS in US History classrooms Targeted support to address identified learning gaps. **Staff Responsible for Monitoring:** MCLs, DCs, Teachers, Administration **Title I:** 2.52 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1567

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: The percentage of Emergent Bilingual students achieving or exceeding the meets standard on STAAR EOC English I will increase from 20% to 25% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: Checkpoints
STAAR Interim
Campus Based Assessments
TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who perform below the Approaches Grade Level standard on the English I End-of-Course (EOC) assessment will be enrolled in an English I Lab course that provides targeted remediation and acceleration. **Strategy's Expected Result/Impact:** Increase student performance on STAAR English I EOC. Increase the % of students passing the English I EOC as a first-time tester. **Staff Responsible for Monitoring:** MCLS, DCS, Lab Teachers, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1568

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through collaboration with Region18, English I teachers will receive coaching and professional learning designed to strengthen instructional strategies for Emergent Bilingual students. **Strategy's Expected Result/Impact:** Increase student performance on STAAR English I EOC. Increase the % of students passing the English I EOC as a first-time tester. **Staff Responsible for Monitoring:** MCLS, DCS, Teachers, Administrators **Title I:** 2.52 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds. 1569

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May of 2027, 55% of students will achieve or exceed their I Ready goal for the school year in Math.

HB3 Board Goal

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: I Ready Diagnostic BOY and EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Algebra I Lab (8th grade students who did not meet on STAAR) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to Algebra I standards, and personalized I-Ready Teacher Toolbox lessons. **Strategy's Expected Result/Impact:** I-Ready growth for students. Increase student performance level on STAAR Algebra I EOC **Staff Responsible for Monitoring:** Department Chair, MCL, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1570

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Algebraic Reasoning (Previous Algebra I EOC Failures) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to Algebra I standards, and personalized I-Ready Teacher Toolbox lessons. **Strategy's Expected Result/Impact:** Increase student growth from BOY to EOY Diagnostic, Increase performance level for ALG I 2nd time testers **Staff Responsible for Monitoring:** MCL, DCs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1571

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: Reading I lab (8th Grade and English I & English II failures) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to English I & English II standards, and personalized I-Ready Teacher Toolbox lessons.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: I Ready Diagnostic Data BOY to EOY, STAAR performance level growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reading I will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to English I and English II standards, and personalized I-Ready Teacher Toolbox lessons. **Strategy's Expected Result/Impact:** Increase BOY to EOY I Ready Diagnostic Data, Increase student performance level on STAAR English I and English II **Staff Responsible for Monitoring:** MCLs, DCs, Lab teachers, Associate Principal, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Curriculum, Instruction, and Assessment 1				1572

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use diagnostic data to identify each student's specific skill gaps and assign targeted i-Ready personalized instruction, small-group teacher-led lessons, and independent practice aligned to those needs. **Strategy's Expected Result/Impact:** Increase I Ready English Diagnostic Performance from BOY to EOY. **Staff Responsible for Monitoring:** MCL, DCs, Associate of C&I, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1573

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1574

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Increase the percentage of students meeting the standard for college, career, and military readiness will increase from 93% to 96% for the 2026-2027 school year.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: CCMR data tracker, Advance Placement scores, Dual Credit, TSIA2 passing rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 9th-grade students achieving Approaches Grade Level or higher on Grade 8 STAAR RLA will enroll in up to nine dual credit hours through Odessa College with facilitated academic monitoring and targeted support. **Strategy's Expected Result/Impact:** Students who successfully complete all dual credit offerings will receive 9 credit hours including EDUC 1300 establishing a foundation for college readiness. **Staff Responsible for Monitoring:** CCMR coordinator, College Career Adviser, Counselors, Lab Facilitators, Admin **TEA Priorities:** Connect high school to career and college **Problem Statements:** Curriculum, Instruction, and Assessment 2				1575

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Advanced Placement teachers will establish measurable student performance goals based on AP Classroom Progress Checks and systematically monitor student progress to increase the percentage of students earning a score of 3 or higher on the applicable AP Exam. **Strategy's Expected Result/Impact:** Increase student performance on AP exams for 3 or higher to receive college credit and increase % of students achieving CCMR through advanced placement exams. **Staff Responsible for Monitoring:** Advanced Placement teachers, AP coordinator, CCMR coordinator, Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement and regularly review an individualized CCMR tracking system to monitor each student's progress toward CCMR attainment, including SAT/ACT, TSIA2, dual credit hours, associate degree completion, AP scores of 3+, CTE course completion, industry-based certifications and level of certification, JROTC completion, and ASVAB performance. **Strategy's Expected Result/Impact:** intentional data tracking of student progress to achieving CCMR point. **Staff Responsible for Monitoring:** CCMR Coordinator, AP Coordinator, CTE Counselor, CTE Teachers, Administrators **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Curriculum, Instruction, and Assessment 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds. 1576
Problem Statement 2: College, Career, and Military Readiness (CCMR) performance declined from 95% in 2024 to 93% in 2025, indicating that a greater percentage of students did not graduate meeting CCMR criteria. While overall performance remains high, the decline suggests a need to strengthen systems that ensure every student successfully completes one or more CCMR pathways. **Root Cause**: Students graduating through EAA are included in Permian High School's CCMR accountability data; however, CCMR processes, including FAFSA completion, college and career advising, and progress monitoring, are not implemented with the same level of consistency and fidelity as they are for students attending the Permian High School campus.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Increase student attendance from 92% to 94% by May of 2027.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly attendance data per den by AP.
Number of teacher, clerk, and counselor completed contacts.
Number of attendance contracts completed per den.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance tracking per den weekly with contact and contract review during administrative meetings. **Strategy's Expected Result/Impact:** Increase AP proficiency and parent communication, increase student attendance rates and lower chronic absenteeism. **Staff Responsible for Monitoring:** APS, Attendance Clerks, Associate for Operations, Campus Principal, TIA teachers **Problem Statements:** Demographics 1				

1577

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will decrease chronic absenteeism rate by scheduling students with TIA teachers when student and master schedule allow. **Strategy's Expected Result/Impact:** Increase in chronically absent students receiving high quality instruction. **Staff Responsible for Monitoring:** Associate of C&I, Campus Principal, Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Effectively monitor student attendance through weekly reviews, parent communication, and accurate documentation of truancy contracts, contacts, interventions, and student progress. **Strategy's Expected Result/Impact:** Increase attendance to 94%. **Staff Responsible for Monitoring:** Attendance clerks, Assistant Principals, Principal, teachers, counselors, social workers. **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. **Root Cause**: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and 1578

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: The number of PEIMS reported offenses will decrease from 1350 to 1250 for the 2026-2027 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of Emergent Tree to allow for common language across campus common areas of Safe, Respectful, Responsible. **Strategy's Expected Result/Impact:** Decrease in discipline referrals. Set clear expectations for student behavior across campus common areas. **Staff Responsible for Monitoring:** Associate Principal of Operations, Assistant Principals, Data Clerk, Teachers, Emergent Tree Team/MTSS B, SAS Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				1579

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Effective use of MTSS B referrals and strategies to decrease persistent student misbehavior including classroom disruptions, aggressive behavior, and AEC placements. **Strategy's Expected Result/Impact:** Provide support for teachers through MTSS B and responding behavior Decrease the number of students with repeated discipline referrals. Increase classroom efficiency. **Staff Responsible for Monitoring:** Emergent Tree committee, Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Connect attendance expectations to school events--including prom and grade-level activities--and require enrollment verification to encourage improved attendance and student engagement. **Strategy's Expected Result/Impact:** Increase attendance to 94%. **Staff Responsible for Monitoring:** Principal, assistant Principal, counselors, social workers, attendance clerks. **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. **Root Cause**: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and

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School Culture and Climate

Problem Statement 1: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. **Root Cause**: Large class sizes, overcrowding in hallways, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.

Board Goal 4: Classroom Excellence

Performance Objective 1: Permian High School will increase the participation of 0 to year 1 teachers participation in campus supported mentor programs.

Evaluation Data Sources: Campus mentor tracking systems
% of teacher retention at the end of year 0 and 1

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will assign a trained mentor teacher to all first-year teachers (0-1 years of experience) and to all international teachers who are new to ECISD. Mentor teachers will complete required district mentor training and have a minimum of three years of successful classroom teaching experience. **Strategy's Expected Result/Impact:** Increase support for 0 to 1 year teachers as well as international teachers in turn increasing retention and teacher efficacy. **Staff Responsible for Monitoring:** Associate Principal of C & I and Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				1581

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will host a new teacher academy monthly to support new teachers with strategies, resources, and provide targeted support. **Strategy's Expected Result/Impact:** Increase support for 0 to 1 year teachers as well as international teachers in turn increasing retention and teacher efficacy. **Staff Responsible for Monitoring:** Associate Principal of C&I, Campus Principal, Department Chairs, MCLs. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. **Root Cause**: Large class sizes, overcrowding in hallways, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.

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Board Goal 4: Classroom Excellence

Performance Objective 2: Professional Learning Community implementation in STAAR EOC tested and TSIA 2 supporting subjects will meet daily to analyze standards, student work analysis, and disaggregate student data.

Evaluation Data Sources: PLC documentation such as Closing the Loops, Standards Analysis, and alignment to district and PHS PLC Playbook.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will implement a PHS Playbook for PLCs outlining processes, required meetings, student work analysis protocol, and campus checkpoint data dis-aggregation with next steps. **Strategy's Expected Result/Impact:** Increase PLC capacity and alignment to purpose of PLCs, increase in dis-aggregation of data **Staff Responsible for Monitoring:** Associate Principal of C & I, APs, Principal, DC, and MCLs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1583

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will maintain PLC accountability by documenting meeting agendas, action steps, assessment results, intervention plans, and evidence of implementation. **Strategy's Expected Result/Impact:** Increase in on target PLC meetings with a focus on student growth and data **Staff Responsible for Monitoring:** Associate of C & I, Campus principal, MCLS **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Permian High School will identify high-need content areas and increase access to classroom-based Chromebooks for students who consistently fail to bring in device. Increasing support in identified areas to ensure students have consistent access to instructional technology.

Evaluation Data Sources: Technology inventory, department needs assessment, teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will prioritize available funding to purchase and deploy classroom-based Chromebook sets to identified high-need content areas utilizing Title I funds **Strategy's Expected Result/Impact:** Decrease barriers to technology resources **Staff Responsible for Monitoring:** Media Specialist, Administrators, Department Chair **Title I:** 2.51 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Technology 1				

1585

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: At Permian High School, a significant number of at-risk students do not consistently bring their district-issued Chromebooks to class, limiting their access to digital instructional resources and disrupting the instructional process. As teachers transition to paper-based assignments or locate alternative devices, valuable instructional time is lost. **Root Cause**: Core academic departments do not have an adequate number of mobile computer carts (COWs) to provide immediate access to devices when students forget or are unable to use their assigned Chromebooks.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Permian High School will increase the percentage of teachers who report receiving relevant, timely, and actionable feedback and coaching from campus administrators from 54% to 58%, as measured by the annual Panorama Staff Survey.

Evaluation Data Sources: Panorama Survey, Coaching Cycles within SIBME by administrators and MCLs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of Opportunity Culture in all STAAR EOC tested areas (English I, English II, Algebra I, US History, Biology) as well as TSIA 2 supporting courses (Algebra II, Geometry, English III). Opportunity Culture MCLs offer coaching support for teachers within their team, model classroom for other teachers, and support Tier II and Tier III teaching. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness and retention, strengthen PLC process, alignment between classrooms, decrease academic gaps for sub-populations at meets level. **Staff Responsible for Monitoring:** Associate of C & I, Campus Principal, Administrators **Title I:** 2.51, 2.53 **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				1586

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will offer strategic mentoring for all 0 to 1 year teachers and international teachers new to ECISD. **Strategy's Expected Result/Impact:** Increase support for new teachers and provide targeted coaching. **Staff Responsible for Monitoring:** Mentors, DCs, MCLs, Associate for C & I, Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. **Root Cause**: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause**: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Permian High School will increase the percentage of students who report a strong sense of belonging at school from 32% to 36%, as measured by the Spring Panorama Student Survey.

Evaluation Data Sources: Panorama Survey, Parent attendance at Parent Engagements events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will host two fall engagement events to increase student/family engagement. (Freshman Orientation Night and Open House/Watermelon Feed) **Strategy's Expected Result/Impact:** increase the percentage of parents who report feeling welcomed by the campus, understanding campus expectations, and knowing who to contact for support, **Staff Responsible for Monitoring:** Title I Lead, Assistant Principal, Associate Principals, and Campus Principal **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				1588

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will establish intentional recognition systems that celebrate student achievements, growth, character, and contributions to the campus community. (A Honor Roll Recognition, A/B Honor Roll Recognition) **Strategy's Expected Result/Impact:** Students who feel they belong are more likely to participate and invest in the campus **Staff Responsible for Monitoring:** Counselors, APs, Associate Principals, Campus Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. **Root Cause**: Large class sizes, overcrowding in hallways, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.

Family and Community Engagement

Problem Statement 1: At Permian High School, parent and guardian participation in campus meetings, orientations, and informational events remains below desired levels. Low attendance limits opportunities for families to receive timely information, build relationships with school staff, and actively partner in supporting student academic achievement, attendance, behavior, and postsecondary planning. **Root Cause**: Meeting times, transportation challenges, childcare needs, and work schedules create barriers that prevent many families from participating in school events.

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Ector County Independent School District

Reagan Academic Magnet

2026-2027 Board Goals/Performance Objectives/Strategies

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Mission Statement

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Reagan's Mission Statement

The Elementary Magnet School at Reagan is committed to the belief that each student will develop to his potential within a positive learning community. Our students will demonstrate exemplary personal character, social responsibility, and intellectual, emotional, and physical excellence.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of students meeting Mastery on Math will increase from 50% to 51% by May 2027.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR interim and STAAR test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will complete Math Fluency tests weekly with 80% accuracy to improve skills. Students will be monitored every nine weeks. **Strategy's Expected Result/Impact:** Students will learn math facts. **Staff Responsible for Monitoring:** Teachers, Administration **Problem Statements:** Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 2				1593

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade levels will have grade level competition on Math facts every 9 weeks. **Strategy's Expected Result/Impact:** Students will increase mastery of Math facts. **Staff Responsible for Monitoring:** Teachers, Administration **Problem Statements:** Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will track their own data from Checkpoints, iReady, Interim tests, and STAAR. **Strategy's Expected Result/Impact:** Students will take ownership in their learning by tracking their scores and setting goals to grow. **Staff Responsible for Monitoring:** Teachers and administration **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:** Demographics 2 - Student Achievement 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped. 1594
Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.
Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students meeting Mastery on Reading will increase from 67% to 68% by May 2027.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR interim and STAAR testing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will use A.R. to measure participation, comprehension and growth improve reading comprehension skills. **Strategy's Expected Result/Impact:** Overall STAAR scores will increase from 95% meeting to 96% by May 2027. **Staff Responsible for Monitoring:** Librarian, teachers and administrations **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Achievement 3				1595

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Poem in my Pocket **Strategy's Expected Result/Impact:** Students will share a love for poetry by creating or sharing a favorite poem. **Staff Responsible for Monitoring:** Librarian, teachers and administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading.	**Root Cause**: Twenty four students either plateaued or dropped.
Student Achievement	
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading.	**Root Cause**: Twenty four students either plateaued or dropped.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: Improve Science mastery from 45% to 48% by May 2027.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Venier, teacher created tests, TEKS Resource testing and Checkpoints.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use Venier to build skills and review skills learned. Students are required to complete lessons weekly which spirals learning throughout the year. Instruction will connected weekly to TEKS mastery and establish checkpoint/interim growth targets. **Strategy's Expected Result/Impact:** Improve mastery on STAAR from 45% to 46%. **Staff Responsible for Monitoring:** Science teachers and administration **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 **Problem Statements:** Demographics 4				1597

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use hands on labs once per week in all grade levels. **Strategy's Expected Result/Impact:** Build basic skills in Science. Students will be able to use the knowledge of hands on learning when they are being tested on checkpoints, interim or STAAR. **Staff Responsible for Monitoring:** Teachers and administration **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Students have difficulty seeing out Science connects to learning from the textbook. **Root Cause**: Teachers need to preform more hands on labs to allow students to make the connections.

1598

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: Third grade reading will increase the percent meets in Reading from 99% to 100% by May 2027

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR interim, STAAR test, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder through 2nd will use iReady data to target instruction to help students with mastery of Reading and show growth. **Strategy's Expected Result/Impact:** Improve growth in Reading **Staff Responsible for Monitoring:** Teacher, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Achievement 3				1599

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use Blended Learning time to work with students in small groups weekly. **Strategy's Expected Result/Impact:** Targeted instruction will result in reading comprehension levels. **Staff Responsible for Monitoring:** Teachers, librarian and administration **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.
Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.
Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.

1600

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: 80% of students will meet their AR to improve reading comprehension in grades 1st-5th and improve mastery.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Teachers, iReady, STAAR interim, CheckPoints and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten will start the foundation of reading to comprehend and test during second semester. **Strategy's Expected Result/Impact:** iReady score will show growth from BOY to MOY **Staff Responsible for Monitoring:** Teachers and Administration **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 3				1601

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Celebration of students that meet their personal goal. **Strategy's Expected Result/Impact:** Improve students love for reading and comprehension. **Staff Responsible for Monitoring:** Teachers, administrators **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:** Demographics 2 - Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading.	**Root Cause**: Twenty four students either plateaued or dropped.
Student Achievement	
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading.	**Root Cause**: Twenty four students either plateaued or dropped.

1602

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Reagan will use school wide WICOR strategies 100% of the year to improve mastery level in all tested areas by May 2027.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Walkthroughs, Checkpoints, iReady and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of classrooms will have and use a form of WICOR. Classrooms will use components of WICOR to improve writing skills and this will be measured through walkthroughs and papers submitted to Depth and Complexity Boards. **Strategy's Expected Result/Impact:** Use of WICOR to improve writing and reading skills. Writing is enforced from Pre-K-5th to help improve reading and writing skills. **Staff Responsible for Monitoring:** Admin & teachers **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:** Demographics 2 - Student Achievement 3				1603

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Editing marks used in 2nd-5th grade. **Strategy's Expected Result/Impact:** Students will improve revising and editing skills on STAAR testing by having a uniformed method of revising and editing sentences. **Staff Responsible for Monitoring:** Teachers and administration **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:** Demographics 2 - Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped. 1604
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: School wide attendance will improve from 96.1% to 96.3%

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Weekly traveling Attendance trophy to top class per grade level

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly attendance pass for lunch for no absences. **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Office staff, teachers and administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student documented attendance calendar with tardies. Attendance and tardies are monitored monthly and Growth Plans are written with parent cooperation. **Strategy's Expected Result/Impact:** Improve overall attendance **Staff Responsible for Monitoring:** teachers, office staff and administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Growth plans are written for students that don't maintain 90% attendance. **Strategy's Expected Result/Impact:** By meeting with parents and creating a growth plan students will have better attendance. **Staff Responsible for Monitoring:** Administration and teachers. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

1606

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Improve connectiveness on Panorama from 83% to 84% by May 2027.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama, observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Daily use of iLead to increase Panorama growth when used with fidelity. **Strategy's Expected Result/Impact:** Students will feel more connected and be able to talk through problems. **Staff Responsible for Monitoring:** Teachers, Counselor and Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- 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				

1607

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Pre-K will use Conscious Discipline. **Strategy's Expected Result/Impact:** Students will learn how to handle their emotions self regulate. **Staff Responsible for Monitoring:** teachers and administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Students in 1st -5th will set goals and met A.R. 80% of the time by May 2027.

Evaluation Data Sources: A.R. tests and goal setting data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will set goals based on their independent levels. **Strategy's Expected Result/Impact:** By students tacking ownership and setting goals reading comprehension will come up. **Staff Responsible for Monitoring:** Teachers, students and Librarian **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Achievement 3				1608

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.

Board Goal 4: Classroom Excellence

Performance Objective 2: Blended Learning will be used by 100% of teachers. Walk through will be used to determine that teachers are using Blended Learning within their classrooms and growth will be seen in Checkpoints, iReady and STAAR.

Evaluation Data Sources: Lesson plans, walkthroughs and T-TESS observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will work with students in small group weekly. Teacher will look at high needs areas from all tests to determine the small group needs. **Strategy's Expected Result/Impact:** Mastery levels in all areas will improve. **Staff Responsible for Monitoring:** Teachers and administration **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2				1609

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher will create personalized learning for students. Personalized learning is based on data seen on checkpoints, iReady and Interims. **Strategy's Expected Result/Impact:** Teachers will create centers that meet students needs. **Staff Responsible for Monitoring:** Teachers and administration. **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2, 3, 4 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will meet vertically once a month to plan and implement lessons that align vertically. **Strategy's Expected Result/Impact:** Lessons will be aligned vertically and teachers will be able to discuss strengths and weaknesses within grade levels. **Staff Responsible for Monitoring:** Teachers and administration.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.
Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.
Problem Statement 4: Students have difficulty seeing out Science connects to learning from the textbook. **Root Cause**: Teachers need to preform more hands on labs to allow students to make the connections.

Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. **Root Cause**: Twenty four students either plateaued or dropped.
Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.

Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. **Root Cause**: The reason students have difficulty with multiple step problems is because they do not know their facts.

Board Goal 5: Culture of Excellence

Performance Objective 1: Students will include Scholar Behavior and manners within and outside their classrooms. Scholarly behavior includes: thirsts for knowledge, asks good questions, brings tools, sees things from different perspectives, saves important information, ponders big ideas, exercises the intellect, assesses multiple resources and sets goals.

Evaluation Data Sources: Classroom conduct and environment throughout the school. Use data trackers in classroom, at lunch and dismissal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Scholarly behaviors will be reinforced in the classrooms, special areas, and during lunch. A behavior trackers is used to track and monitor student behavior to increase scholarly behaviors. **Strategy's Expected Result/Impact:** Students will get along with each other and allow for more focused learning. **Staff Responsible for Monitoring:** Teachers, Special Areas, Administration and Coaches **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Schoolwide expectations will be posted and enforced in high traffic areas and classrooms. Data trackers are used during lunch and dismissal that is shared with all staff. **Strategy's Expected Result/Impact:** Students will create a positive environment. **Staff Responsible for Monitoring:** All staff and administration. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will rotate creating Depth and Complexity Boards to display scholarly work in the hallway. **Strategy's Expected Result/Impact:** School wide knowledge of depth and complexity icons. **Staff Responsible for Monitoring:** Teachers, counselor and administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Monthly behavior incentives that are determined by tracking behavior and rewarding students without conduct marks. **Strategy's Expected Result/Impact:** Students will be rewarded monthly with rewards if they do not have a conduct mark all month examples include: hat day, bring your favorite breakfast and sit with a friend at lunch. **Staff Responsible for Monitoring:** teachers, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1612

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Non-instructional staff and para's will have a PLC monthly. **Strategy's Expected Result/Impact:** Non-instructional staff and para's will be more connected and raise questions and concerns when needed. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Shoutouts for staff and students daily during Morning Announcements. **Strategy's Expected Result/Impact:** By being recognized other staff or students will want to do more to also be recognized. **Staff Responsible for Monitoring:** All staff and administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1613

Ector County Independent School District

Ross Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1614

Mission Statement

At Ross Elementary, we will be a community of learners who believe that continuous learning through a growth mindset, setting high expectations, taking risks, and supporting teacher and student leaders will create a school culture where scholars are afforded a personalized learning plan in a positive environment to grow academically, socially, and emotionally.

Vision



1615

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1616

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or above on STAAR Reading will increase from 50% to 55%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Reading results, i-Ready Reading Diagnostic data, common formative assessments, benchmark assessments, PLC data analysis, and intervention progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Tier I instruction through the Opportunity Culture model by utilizing Title I-funded MCL and MTRT personnel, including applicable benefits, to provide collaborative planning, lesson internalization, instructional coaching, and frequent classroom feedback to ensure high-quality instruction in every classroom. **Strategy's Expected Result/Impact:** Increase the consistency and effectiveness of Tier I reading instruction, resulting in increased student growth and a higher percentage of students achieving Meets Grade Level or above on STAAR Reading. **Staff Responsible for Monitoring:** Admin and OC team **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Opportunity Culture personnel costs for MCLs and MTRTs, including applicable benefits - Title One School-wide - $89,594				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a systematic data-driven instructional process in Grades 3-5 Reading through weekly PLCs, common formative assessments, i-Ready Reading data, lesson internalization, and targeted WIN interventions to identify student needs, monitor progress, and provide timely instructional support. **Strategy's Expected Result/Impact:** Teachers will use Reading data consistently to adjust instruction and provide timely intervention, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Reading from 50% to 55% **Staff Responsible for Monitoring:** Admin & OC team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement a comprehensive Grades 3-5 Reading intervention system through daily WIN time, targeted small-group instruction, progress monitoring, and timely instructional adjustments to address identified reading gaps and accelerate student growth. **Strategy's Expected Result/Impact:** Students will demonstrate increased reading growth through timely, targeted interventions, resulting in fewer students performing at Did Not Meet and more students achieving Meets and Masters on STAAR Reading. **Staff Responsible for Monitoring:** Admin & OC team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1618

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1619

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or above on STAAR Mathematics will increase from 44% to 49%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: STAAR Mathematics results, i-Ready Mathematics Diagnostic data, common formative assessments, benchmark assessments, PLC data analysis, and intervention progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Grades 3-5 Tier I mathematics instruction through collaborative planning, lesson internalization, instructional coaching, and frequent classroom feedback, with an emphasis on standards-aligned instruction and identified student learning gaps. **Strategy's Expected Result/Impact:** Increase the consistency and effectiveness of Tier I mathematics instruction, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Mathematics from 44% to 49%. **Staff Responsible for Monitoring:** Math Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1620

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a systematic data-driven instructional process in Grades 3-5 Mathematics through weekly PLCs, common formative assessments, i-Ready Mathematics data, lesson internalization, and targeted WIN interventions to identify student needs, monitor progress, and provide timely instructional support. **Strategy's Expected Result/Impact:** Teachers will use mathematics data consistently to adjust instruction and provide timely intervention, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Mathematics from 44% to 49%. **Staff Responsible for Monitoring:** Admin & PLC Leads **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements: 1621

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on STAAR Science will increase from 17% to 22%.

HB3 Board Goal

Evaluation Data Sources: STAAR Science results, common formative assessments, benchmark assessments, PLC data analysis, science unit assessments, and intervention progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Grade 5 Tier I science instruction through collaborative planning, lesson internalization, vertical alignment, instructional coaching, and frequent classroom feedback, with targeted emphasis on identified areas of need including Earth and Space, Energy, and Organisms and Environments. **Strategy's Expected Result/Impact:** Increase the consistency and effectiveness of science instruction, resulting in increased student achievement and an increase in Grade 5 students achieving Meets Grade Level or above on STAAR Science from 17% to 22%. **Staff Responsible for Monitoring:** Admin & Science Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1622

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen K-5 science vertical alignment through standards-aligned science instruction, extended science labs in the primary grades, collaborative planning, and intentional spiraling of prerequisite science concepts to build student knowledge and readiness for Grade 5 Science. **Strategy's Expected Result/Impact:** Strengthen science content knowledge and vertical alignment across grade levels, contributing to an increase in Grade 5 students achieving Meets Grade Level or above on STAAR Science from 17% to 22%. **Staff Responsible for Monitoring:** Admin & Science Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements: 1623

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of Grade 3 students achieving Meets Grade Level or above on STAAR Reading will increase from 49% to 54%.

HB3 Board Goal

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Grade 3 STAAR reading results
I-Ready diagnostics
Common Formative Assessments
PLC data analysis
Progress monitoring/intervention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen literacy instruction through the implementation of Double Bubble writing strategies, vertically aligned writing expectations, and Bump It Up Walls to improve reading comprehension, vocabulary development, written responses, and overall literacy achievement. **Strategy's Expected Result/Impact:** Students will demonstrate improved reading comprehension, vocabulary, and written communication through consistent literacy practices and clear learning expectations, resulting in increased Grade 3 reading achievement and overall literacy growth. **Staff Responsible for Monitoring:** Admin & OC team **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1624

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide targeted reading intervention through Opportunity Culture by using checkpoint and common assessment data to identify students needing additional support. Master Classroom Leaders (MCLs) will provide weekly small-group reading instruction for identified students while classroom teachers use progress-monitoring data to adjust instruction and accelerate student growth. **Strategy's Expected Result/Impact:** Students receiving targeted small-group reading instruction will demonstrate improved reading proficiency and close learning gaps, contributing to an increase in Grade 3 students achieving Meets Grade Level or above on STAAR Reading from 49% to 54% **Staff Responsible for Monitoring:** Admin & OC Team **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

1625

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, K-3 students will demonstrate measurable growth in Reading as measured by i-Ready, with the percentage of students meeting Typical Growth increasing by at least 5 percentage points from the 2026-2027 beginning-of-year baseline.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading Diagnostic/Inform Growth data, classroom formative assessments, PLC data analysis, and intervention progress monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement i-Ready Reading with fidelity in grades K-3 by ensuring students complete at least 45 minutes of personalized instruction each week, complete assigned lessons, and demonstrate mastery with scores of 70% or higher. Teachers will monitor usage and lesson performance weekly through PLCs and provide support when students are not meeting expectations. **Strategy's Expected Result/Impact:** Consistent participation in i-Ready Reading will increase student engagement with targeted skills and contribute to increased K-3 Reading growth, with the percentage of students meeting Typical Growth increasing by at least 5 percentage points from the 2026-2027 beginning-of-year baseline **Staff Responsible for Monitoring:** Admin & teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1626

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use i-Ready Diagnostic and lesson performance data during K-3 PLCs to identify skill gaps, form targeted small groups, provide timely intervention, and monitor student progress throughout the year. **Strategy's Expected Result/Impact:** Teachers will use i-Ready data to adjust instruction and intervention based on individual student needs, resulting in increased Reading growth and a higher percentage of K-3 students meeting Typical Growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, K-3 Classroom Teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1627

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, the percentage of Ross Elementary students reporting positive school connectedness on the Panorama survey will increase by 5 percentage points from the 2026-2027 baseline.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama student survey data and student participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize existing Morning Meetings, Ramtastic Leaders, and House activities to strengthen student belonging, positive relationships, student voice, and connection to the school community. **Strategy's Expected Result/Impact:** Students will demonstrate increased school connectedness and belonging as measured by Panorama survey data. **Staff Responsible for Monitoring:** Admin & Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				1628

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide students with academic support through targeted interventions, tutoring opportunities, progress monitoring, and attendance initiatives to strengthen the foundational skills necessary for future academic success and college and career readiness. **Strategy's Expected Result/Impact:** Students will strengthen foundational academic skills, improve attendance, and demonstrate increased academic growth, preparing them for long-term success in future grades. **Staff Responsible for Monitoring:** Admin & OC team **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide students with opportunities for leadership and school involvement through existing Ramtastic Leader roles and House activities to strengthen student voice, responsibility, and connection to Ross Elementary. **Strategy's Expected Result/Impact:** Increased student participation and leadership opportunities will contribute to improved school connectedness and belonging as measured by Panorama survey data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, the percentage of students reporting that they have positive and supportive relationships with adults at school will increase by 5 percentage points from the 2026-2027 Panorama baseline.

Evaluation Data Sources: Panorama student survey data and campus student feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize Morning Meetings and existing classroom relationship-building practices to ensure students have regular opportunities to connect with supportive adults and peers. **Strategy's Expected Result/Impact:** Students will report stronger relationships with adults at school, contributing to a 5 percentage-point increase from the 2026-2027 Panorama baseline. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				1630

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize existing counselor, teacher, and administrative student-support systems to identify students needing additional connection and provide timely relationship-based support and check-ins. **Strategy's Expected Result/Impact:** Students receiving additional support will develop stronger connections with trusted adults and report increased belonging and support on Panorama survey measures **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1631

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Ross Elementary will increase the student attendance rate from 93% to 94% through consistent attendance monitoring, early intervention, and family communication.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Daily attendance data, district attendance reports, attendance intervention records, and parent conference documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the existing tiered attendance intervention process through timely family communication and escalating supports, including attendance notifications, counselor contact, and principal conferences for students with continued attendance concerns. **Strategy's Expected Result/Impact:** Early identification and intervention will reduce attendance concerns and contribute to an increase in campus attendance from 93% to 94%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				1632

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize existing attendance recognition and incentives to reinforce regular attendance and celebrate students and classrooms demonstrating strong or improved attendance **Strategy's Expected Result/Impact:** Increased awareness and positive reinforcement of regular attendance will contribute to an increase in campus attendance from 93% to 94%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1633

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, Ross Elementary will reduce the rate of office discipline referrals per 100 students by 5% from the 2026-2027 baseline through consistent implementation of campus behavior supports, including CHAMPS/PBIS, restorative practices, and the Emergent Tree pilot

Evaluation Data Sources: Office discipline referral data, student enrollment data, FOCUS discipline reports, and administrative discipline records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement CHAMPS/PBIS and restorative discipline practices consistently across classrooms and common areas to teach behavior expectations, reinforce positive behavior, and address concerns before they result in office referrals. **Strategy's Expected Result/Impact:** Consistent implementation of campus behavior expectations will contribute to a 5% reduction in the rate of office discipline referrals per 100 students from the 2026-2027 baseline. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers, Specials Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				1634

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement and monitor the Emergent Tree behavior-support pilot to provide structured intervention for students demonstrating repeated behavioral concerns and strengthen student self-regulation and positive decision-making. **Strategy's Expected Result/Impact:** Students receiving targeted behavioral support will demonstrate improved behavior and fewer repeated referrals, contributing to a 5% reduction in the rate of office discipline referrals per 100 students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1635

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 5: By May 2027, Ross Elementary will implement the district-approved Coordinated School Health program with fidelity to support student physical health, wellness, and healthy decision-making.

Evaluation Data Sources: Coordinated School Health implementation documentation, PE/health curriculum records, campus wellness activities, and district compliance documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the district-approved Coordinated School Health curriculum and required health and physical education instruction to promote student wellness, physical activity, and healthy decision-making **Strategy's Expected Result/Impact:** Students will receive consistent, standards-aligned instruction that supports physical health, wellness, and healthy behaviors. **Staff Responsible for Monitoring:** Principal, Assistant Principal, PE Teacher, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				1636

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide students with regular opportunities for physical activity and wellness through existing PE, recess, movement opportunities, and campus wellness practices. **Strategy's Expected Result/Impact:** Students will participate in regular physical activity and wellness practices that support physical health, engagement, and readiness to learn. **Staff Responsible for Monitoring:** Principal, Assistant Principal, PE Teacher, Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1637

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, Ross Elementary will strengthen Tier I instruction through consistent implementation of standards-aligned curriculum, collaborative planning, lesson internalization, instructional coaching, and data-driven decision making, with at least 90% of classroom walkthroughs demonstrating evidence of the campus instructional expectations.

Evaluation Data Sources: Classroom walkthrough data, PLC documentation, lesson internalization evidence, and instructional coaching data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen mathematics instruction through collaborative lesson internalization, weekly PLCs, and implementation of the district-approved curriculum to ensure rigorous, standards-aligned Tier I mathematics instruction with an intentional focus on improving student achievement, particularly in third-grade mathematics. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality mathematics instruction aligned to grade-level standards, resulting in stronger student engagement, improved instructional consistency, increased mathematics growth, and higher student achievement across all grade levels, with significant gains in third-grade mathematics. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Classroom Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1638

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen instructional excellence through the Opportunity Culture model by providing job-embedded coaching, collaborative planning, classroom modeling, instructional rounds, observation and feedback, and targeted instructional support from Master Classroom Leaders (MCLs) and Multi-Classroom Teacher Residents (MTRTs). **Strategy's Expected Result/Impact:** Teachers will strengthen instructional practices through ongoing coaching and collaboration, resulting in more effective classroom instruction, increased teacher capacity, and improved student achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Classroom Teachers **Title I:** 2.52 **- 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 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement a continuous improvement cycle through weekly PLCs, checkpoint and common formative assessment analysis, classroom walkthroughs, student work analysis, and progress monitoring to refine instruction and improve student outcomes. **Strategy's Expected Result/Impact:** Teachers will consistently use student performance data and instructional feedback to make timely adjustments that strengthen classroom instruction and improve academic growth. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Classroom Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1640

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of 0-1 year teachers will participate in the district-required mentoring program, and 100% of new-to-Ross staff will be assigned a campus mentor to support successful implementation of instructional and campus expectations.

Evaluation Data Sources: District mentoring documentation, mentor/mentee records, professional learning documentation, coaching records, and classroom walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the district mentoring process for all 0-1 year teachers and provide every new-to-Ross staff member with an identified campus mentor for ongoing support, guidance, and problem solving. **Strategy's Expected Result/Impact:** New staff will receive consistent support and guidance, resulting in increased understanding and implementation of district and campus instructional and operational expectations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Assigned Mentors **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				1641

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide ongoing support to new staff through existing Opportunity Culture coaching, administrator feedback, PLC collaboration, and mentor check-ins based on individual staff needs. **Strategy's Expected Result/Impact:** New staff will demonstrate increased instructional capacity and consistent implementation of campus expectations throughout the school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, Assigned Mentors **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1642

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of teachers receiving instructional coaching will engage in ongoing observation, feedback, and practice cycles, including the use of SIBME when appropriate, to strengthen instructional practice and implementation of campus instructional expectations.

Evaluation Data Sources: Coaching documentation, SIBME coaching artifacts, classroom walkthrough data, teacher feedback, and MCL/MTRT coaching records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize existing Opportunity Culture coaching structures to provide teachers with observation, actionable feedback, modeling, and opportunities to practice identified instructional skills. **Strategy's Expected Result/Impact:** Teachers participating in coaching cycles will demonstrate growth in identified instructional practices and increased consistency in implementation of campus instructional expectations **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				1643

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize SIBME as a coaching and professional learning tool for teachers to record instruction, reflect on practice, receive feedback, and practice targeted instructional skills within existing coaching cycles. **Strategy's Expected Result/Impact:** Teachers using SIBME will engage in reflection and targeted practice that strengthens instructional effectiveness and supports continuous professional growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1644

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Ross Elementary will improve student school connectedness and positive behavior from the 2026-2027 baseline through consistent implementation of campuswide culture systems and practices.

Evaluation Data Sources: Panorama school connectedness data, discipline data, student participation data, and campus culture implementation data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen a positive school culture through the implementation of Emergent Tree practices, the Ron Clark House System, daily Morning Meetings, the Ross Pledge, and schoolwide expectations that promote belonging, leadership, responsibility, and positive student behavior. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, positive behavior, leadership, and a stronger sense of belonging, contributing to a safe, supportive, and positive school culture. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 1				1645

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide students with meaningful opportunities for leadership, recognition, and belonging through the existing House System, Ramtastic Leaders, student leadership roles, celebrations, and schoolwide activities. **Strategy's Expected Result/Impact:** Students will demonstrate increased school connectedness, positive behavior, leadership, and sense of belonging as measured through campus culture, participation, and student feedback data. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

1646

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause**: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Ross Elementary will increase meaningful family engagement by increasing participation in academic and family partnership opportunities from the 2026-2027 baseline.

Evaluation Data Sources: Family event participation, parent conference records, family communication data, volunteer participation, and stakeholder feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen family engagement through existing campus communication systems, family events, parent conferences, volunteer opportunities, and academic partnership activities that provide families with meaningful opportunities to support student success. **Strategy's Expected Result/Impact:** Increased family participation and two-way communication will strengthen school-family partnerships and increase meaningful family engagement from the 2026-2027 baseline. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				1647

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide families with opportunities to understand student academic progress and ways to support learning at home through existing parent conferences, academic family events, progress reports, and teacher-family communication. **Strategy's Expected Result/Impact:** Families will have increased access to information about student progress and strategies to support learning, strengthening family-school partnerships and meaningful family engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1648

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Ross Elementary will improve staff belonging, collaboration, and engagement from the 2026-2027 Panorama baseline through intentional recognition, collaboration, leadership opportunities, and shared decision-making.

Evaluation Data Sources: Panorama staff survey data, staff participation data, leadership team documentation, and professional learning records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen staff culture and belonging through existing staff recognition, appreciation, collaborative opportunities, and celebrations that acknowledge staff contributions and promote a positive campus culture. **Strategy's Expected Result/Impact:** Staff will report increased belonging, recognition, and connection to the campus community as measured by Panorama staff survey data and stakeholder feedback. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Campus Leadership Team **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				1649

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize regular staff Huddles, leadership teams, campus committees, and other existing collaborative structures to provide staff with frequent opportunities for voice, feedback, shared problem-solving, and participation in campus decision-making. **Strategy's Expected Result/Impact:** Frequent opportunities for staff voice and two-way feedback will strengthen staff engagement, shared ownership, communication, and sense of belonging at Ross Elementary. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, Campus Leadership Team **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause**: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1650

Ector County Independent School District

Sam Houston Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1651

Mission Statement

SH Mission Statement

At Sam Houston, we are committed to empowering every student with skills and principles necessary for personal leadership and excellence. Through fostering a culture of collaboration, responsibility and goal-setting, we aim to develop confident, compassionate leaders who positively impact their community. Our mission is to nurture a learning environment where students embrace their unique talents, become proactive problem solvers, and contribute to a world of endless possibilities.

Vision

At Sam Houston Elementary, we envision a community where every student discovers their strengths, leads with confidence and compassion, and achieves excellence—prepared to build a brighter future for themselves and others.

1652

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1653

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Math STAAR will increase from 43% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: IReady Reports
Checkpoints
ST math for HB3 1416 students
STAAR Interim data
2027 STAAR

1654

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned math lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Instructional specialist **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Opportunity Culture positions - Title One School-wide - $75,000				1655

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 teachers will provide targeted mathematics intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD Math Framework. **Strategy's Expected Result/Impact:** Students identified as At-Risk and below grade level will demonstrate accelerated growth and increased mastery of prerequisite and grade-level TEKS, reducing achievement gaps. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** After School extra duty pay for staff - Title One School-wide - $7,000				1656

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Sam Houston teachers will implement high-impact math practices, including checks for understanding, methods of participation, academic discourse, visual models, manipulatives, problem-solving routines, AVID WICOR strategies, and blended-learning opportunities to provide differentiated instruction for all students. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1657

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will track their performance and growth on checkpoints, Iready assessments, and interim assessments throughout the year. They will set individual goals for middle and end of year assessments. This will be in their student Leadership Portfolios data tabs. **Strategy's Expected Result/Impact:** Increased student ownership of learning and improved math achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause**: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

1658

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Reading STAAR will increase from 44% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: IReady Reports
Checkpoints
STAAR Interim data
Read 180 HB3 1416 students
2027 STAAR

1659

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Instructional Specialist **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** 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 **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 1				1660

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston teachers will provide targeted small-group reading instruction and consistently implement academic vocabulary, structured student discourse, written response, annotation, note-taking, language supports, and AVID WICOR strategies to improve comprehension and grade-level reading performance. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Title One aide - Title One School-wide - $33,000				1661

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 teachers will provide targeted reading intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD reading Framework. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. **Staff Responsible for Monitoring:** Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 2				1662

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will track their performance and growth on checkpoints, Iready assessments, and interim assessments throughout the year. They will set individual goals for middle and end of year assessments. This will be in their student Leadership Portfolios data tabs. **Strategy's Expected Result/Impact:** Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Binders for portfolios for new students - Local - $400				

No Progress Accomplished Continue/Modify Discontinue

1663

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. **Root Cause**: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Problem Statement 3: Students receiving special education services achieved 44% Approaches, 16% Meets, and 3% Masters across tested areas. **Root Cause**: Specially designed instruction, grade-level scaffolds, progress monitoring, and collaboration between general and special educators vary in frequency and quality.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of fifth-grade students performing at the Meets Grade Level standard or above on Science STAAR will increase from 10% to 20%.

Evaluation Data Sources: Checkpoint Data
TEKS Ready assessment data
PENDA reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned science lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Improved student performance on Checkpoints and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Science Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1664

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers in grades 3-5 will use Lone Star Science structures, common assessments, and student-work analysis to spiral priority standards, address misconceptions, and provide intervention and enrichment. **Strategy's Expected Result/Impact:** Students will retain critical content and demonstrate improved performance on checkpoints and STAAR. **Staff Responsible for Monitoring:** Administrators Instructional Specialist MCLs MTRT **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Lonestar Science Structures - Title One School-wide - $4,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will track their performance and growth on science checkpoints, TEKS Ready assessments, and classroom formative assessments in their leadership portfolios and will set individual goals for improvement in priority science standards.. This will be in their student Leadership Portfolios data tabs. **Strategy's Expected Result/Impact:** Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Fifth-grade Science STAAR performance was 46% Approaches, 10% Meets, and 4% Masters, remaining well below state and district expectations. **Root Cause**: Science instruction, daily review, hands-on application, and standards-based progress monitoring have not been implemented with sufficient consistency and depth across grades 2-5.

1666

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of students in kindergarten through third grade meeting or exceeding their annual i-Ready Reading Typical Growth goal will increase from approximately 49% to 60%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Iready RLA Inform data
weekly usage reports
lessons passed reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston kindergarten through third-grade teachers will use i-Ready diagnostic data, foundational literacy assessments, running records, and classroom evidence to provide explicit, systematic foundational literacy instruction and targeted small-group reading intervention based on individual student needs. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension skills, resulting in at least 60% of K-3 students meeting or exceeding their annual i-Ready Typical Growth goal. **Staff Responsible for Monitoring:** Administrators Instructional Specialist K-3 teachers and MCL **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1				1667

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. **Staff Responsible for Monitoring:** Administrators MCL Instructional Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1				

1668

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. **Root Cause**: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the percentage of 3rd grade students performing at the Meets Grade Level standard or above on STAAR Reading will increase from 32% to 37%, supporting the district goal of increasing Meets performance across all tested content areas from 35% to 48% by May 2029.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: IReady RLA
RLA Checkpoint data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston third-grade teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, develop Know/Show charts, analyze assessment results and student work, identify misconceptions, and plan timely reteach, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. **Staff Responsible for Monitoring:** Administrators MCL, MTRT, TRT Classroom teachers Instructional Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1				1669

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston third-grade teachers will consistently implement explicit comprehension instruction, academic vocabulary, structured student discourse, text annotation, written response, AVID WICOR strategies, and language supports to improve students' ability to read, discuss, and respond to grade-level texts. **Strategy's Expected Result/Impact:** Students will demonstrate stronger comprehension, academic language, written responses, and independence when engaging with complex grade-level texts, resulting in improved performance on checkpoints and STAAR Reading. **Staff Responsible for Monitoring:** Adminstrators MCL MTRT Teachers Instructional Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1670

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. **Root Cause**: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers in grades 3-5 will consistently implement campus-selected AVID WICOR strategies, including focused note-taking, organization tools, academic discourse, collaboration, inquiry, and written reflection across content areas. **Strategy's Expected Result/Impact:** Increased student independence and leadership Increased student performance connected to stronger instructional strategies **Staff Responsible for Monitoring:** Administrators AVID coordinator Counselor Teachers in 3-5 **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1671

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Sam Houston AVID Site Team will monitor implementation through classroom walkthroughs, student binders and planners, journals, student work, and AVID Coaching and Certification Instrument evidence and will provide teachers with feedback and follow-up support. **Strategy's Expected Result/Impact:** Increased student independence and leadership Increased student performance connected to stronger instructional strategies **Staff Responsible for Monitoring:** Administrators AVID coordinator Counselor Teachers in 3-5 **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1672

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, Sam Houston's Student Connectedness Indicator will increase from 63% to 68% as measured by the Student Connectedness Survey.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston staff will consistently implement Leader in Me practices, including class mission statements, student leadership roles, goal-setting, leadership portfolios, student-led conferences, and direct instruction in the 7 Habits to strengthen student agency and connection to school. **Strategy's Expected Result/Impact:** Students will have increased opportunities to lead, set goals, monitor their progress, and contribute to their classrooms, resulting in an increase in the Student Connectedness Indicator from 63% to 68%. **Staff Responsible for Monitoring:** Administrators Lighthouse Team Teachers **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Leader In Me training/consulting & membership - Local - $7,252				1673

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will strengthen implementation of the Ron Clark Academy House System by providing consistent house meetings, cross-grade activities, student celebrations, service opportunities, leadership roles, and community-building experiences throughout the school year. **Strategy's Expected Result/Impact:** Students will develop stronger relationships with peers and adults outside their assigned classrooms, increasing school pride, engagement, and connectedness. **Staff Responsible for Monitoring:** Administrators Teacher and staff **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1 **Funding Sources:** Ron Clark Academy professional development - Title One School-wide - $7,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1674

Demographics

Problem Statement 1: Student attendance is still below the state average. **Root Cause**: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.

School Culture and Climate

Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause**: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Sam Houston's student daily attendance rate will increase from 94.6% to at least 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly Attendance dashboards
Monthly attendance reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campus-wide attendance recognition program that celebrates individual students, classrooms, and grade levels for excellent and improved attendance through monthly celebrations, certificates, incentives, classroom competitions, and school-wide recognition to encourage consistent attendance and reinforce the importance of being present for learning. **Strategy's Expected Result/Impact:** Increased motivation for school attendance and increased parent engagement in attendance needs. **Staff Responsible for Monitoring:** Administrators Counselor Clerk Teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** rewards/incentives - Local - $1,000				1675

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will implement a tiered attendance-monitoring system to identify attendance concerns early, communicate with families, determine barriers, and provide individualized interventions for students who demonstrate patterns of excessive absences or tardiness. **Strategy's Expected Result/Impact:** Earlier identification and intervention will reduce absenteeism and increase the campus daily attendance rate from 94.6% to at least 95%. **Staff Responsible for Monitoring:** Administrators Counselor Clerk Teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

1676

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. **Root Cause**: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, the percentage of students responding favorably in the School Climate category will increase from 53% to 60% as measured by the Student Connectedness Survey.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall and spring Student Connectedness Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers and staff will implement consistent relationship-building practices, classroom community routines, student voice opportunities, restorative conversations, and positive behavior supports to create safe and welcoming learning environments. **Strategy's Expected Result/Impact:** Students will report stronger relationships with adults and peers, improved classroom experiences, and more favorable perceptions of school climate. **Staff Responsible for Monitoring:** Administrators Counselors Leader in Me Lighthouse Team House leaders Classroom teachers Support staff **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1677

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will provide students with structured opportunities to contribute to campus decisions and activities through student leadership teams, classroom leadership roles, house leadership, student surveys, and service-learning projects. **Strategy's Expected Result/Impact:** Students will feel that their ideas and contributions are valued, increasing ownership, belonging, and favorable School Climate results from 53% to 60%. **Staff Responsible for Monitoring:** Administrators Counselors Leader in Me Lighthouse Team House leaders Classroom teachers Support staff **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

1678

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause**: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 5: By May 2027, Sam Houston will maintain a 0% rate of exclusionary disciplinary actions while continuing to provide students with safe, supportive, and equitable access to instruction.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referral reports
In-school and out-of-school suspension reports
Alternative placement reports
Exclusionary-action reports
Behavior intervention records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston staff will implement proactive classroom-management practices, clearly taught behavior expectations, positive behavior supports, restorative conversations, and Leader in Me habits to prevent behavior concerns and maintain students' access to instruction. **Strategy's Expected Result/Impact:** Students will receive consistent expectations and proactive support, allowing the campus to maintain zero exclusionary disciplinary actions. **Staff Responsible for Monitoring:** Administrators Counselors Teachers Special education staff Behavior-support staff **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1679

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will use a tiered behavior-support process to identify students needing additional assistance and provide individualized interventions, counseling, mentoring, family collaboration, and progress monitoring before behavior concerns escalate, following the MTSS process. **Strategy's Expected Result/Impact:** Students with recurring behavioral or social-emotional needs will receive timely support, reducing repeated referrals and preventing exclusionary consequences. **Staff Responsible for Monitoring:** Administrators Counselors Teachers Special education staff Behavior-support staff **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

1680

Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause**: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

Evaluation Data Sources: Professional-development attendance records
Classroom walkthroughs
Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers will attend professional learning, receive modeling, collaborative planning, and coaching on the effective use of station rotation, playlists, choice boards, small-group instruction, and digital learning resources to differentiate instruction. **Strategy's Expected Result/Impact:** Teachers will increase their ability to plan and implement differentiated learning experiences that respond to student readiness, interests, learning needs, and assessment data. **Staff Responsible for Monitoring:** Administrators Blended learning district specialist **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - Technology 1				1681

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. **Strategy's Expected Result/Impact:** At least 85% of classroom walkthroughs will demonstrate purposeful use of blended learning to increase differentiation, student ownership, and progress toward grade-level mastery. **Staff Responsible for Monitoring:** Administrators Instructional Specialist MCLs Blended learning district specialist **Title I:** 2.53 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 1682

Student Achievement
Problem Statement 3: Students receiving special education services achieved 44% Approaches, 16% Meets, and 3% Masters across tested areas. **Root Cause**: Specially designed instruction, grade-level scaffolds, progress monitoring, and collaboration between general and special educators vary in frequency and quality.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.
Technology
Problem Statement 1: Technology-supported differentiation and blended-learning practices are not implemented consistently across classrooms, particularly in the use of digital assessment data to plan responsive small-group instruction, intervention, and enrichment. **Root Cause**: Teachers have varying levels of training, modeling, planning support, and feedback on high-quality blended-learning design and the instructional use of digital data.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 85% of classroom walkthroughs and T-TESS observations will demonstrate consistent implementation of campus-selected high-impact instructional practices, including checks for understanding, methods of participation, student discourse, questioning, writing, and responsive instructional adjustments.

Evaluation Data Sources: Classroom walkthrough data
T-TESS observations
Coaching and feedback records
Lesson plans
PLC artifacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers will be trained and consistently implement checks for understanding and methods of participation to gather evidence from all students, increase engagement, identify misconceptions, and make timely instructional adjustments. **Strategy's Expected Result/Impact:** Increased student engagement Effective levels of rigor during instruction Higher student outcomes **Staff Responsible for Monitoring:** Administrators Instructional Specialist MCLs MTRT **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				1683

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston teachers will provide daily opportunities for students to engage in rigorous questioning, academic discourse, collaborative learning, written response, and AVID WICOR strategies across all content areas. **Strategy's Expected Result/Impact:** Increased student engagement Effective levels of rigor during instruction Higher student outcomes **Staff Responsible for Monitoring:** Administrators Instructional Specialist MCLs MTRT **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

1684

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. **Root Cause**: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of general education, bilingual, and special education teachers will participate in professional learning and collaborative planning focused on language supports, specially designed instruction, grade-level scaffolds, accommodations, and progress monitoring, with at least 85% demonstrating consistent implementation during walkthroughs and student-work reviews.

Evaluation Data Sources: Professional-development attendance
PLC and collaborative-planning records
Classroom walkthroughs
IEP progress reports
Language-proficiency data
i-Ready, MAP, checkpoint, and STAAR data
Accommodation and intervention documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers of Emergent Bilingual students will be trained in best practices for language supports and specially designed instruction to better meet the needs of these students. **Strategy's Expected Result/Impact:** Increased teacher efficiency with EB instruction Increased student performance on TELPAS **Staff Responsible for Monitoring:** Administrators EB teachers **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				1685

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston general education, bilingual, special education, dyslexia, and intervention staff will collaborate during PLCs and student-support meetings to plan grade-level instruction, language supports, specially designed instruction, accommodations, and targeted interventions based on individual student needs. **Strategy's Expected Result/Impact:** Emergent bilingual students and students receiving special education services will have more consistent access to rigorous grade-level instruction and appropriate instructional support. **Staff Responsible for Monitoring:** Administrators EB teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements: 1686

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 90% of Sam Houston staff will participate in required Leader in Me professional learning, selected staff will participate in Ron Clark Academy training, and at least 85% of campus walkthroughs and implementation reviews will demonstrate consistent use of campus leadership and culture practices.

Evaluation Data Sources: Professional-development attendance records
House System implementation evidence
Classroom and campus walkthroughs
Leadership portfolios and student artifacts
Student and staff climate surveys
Student Connectedness Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston staff will participate in ongoing Leader in Me professional learning focused on the 7 Habits, student leadership roles, class mission statements, goal-setting, leadership portfolios, and student-led conferences. **Strategy's Expected Result/Impact:** Staff members will consistently incorporate leadership principles and student-agency practices into classroom and campus routines, strengthening student and staff ownership of the campus mission. **Staff Responsible for Monitoring:** Administrators Lighthouse Team **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				1687

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will send selected staff members to Ron Clark Academy training and will establish a structured campus turnaround process through which participants model, share, and support implementation of high-engagement practices, the House System, student celebrations, and relationship-building routines. **Strategy's Expected Result/Impact:** RCA-trained staff members will build campus capacity by sharing practical strategies that strengthen engagement, relationships, school pride, and a positive culture across the campus. **Staff Responsible for Monitoring:** Administrators House site team **Title I:** 2.52 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1688

School Culture and Climate

Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause**: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. **Root Cause**: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, family participation in campus academic and student-led learning events will increase by at least 10% from the fall 2026 baseline, and 100% of designated family-learning events will provide accessible communication and resources for English- and Spanish-speaking families.

Evaluation Data Sources: Event sign-in sheets
Family participation records
Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will provide accessible academic family-engagement opportunities, including student-led conferences, literacy and math events offered with English and Spanish communication and resources. **Strategy's Expected Result/Impact:** Families will develop a stronger understanding of grade-level expectations, student progress, and practical ways to support learning at home, resulting in increased participation in academic events. **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				1689

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will consistently inform parents of campus initiatives including Leader In Me, the House System and academic goals through varying communication methods in order for them to better support their students in the learning experience. **Strategy's Expected Result/Impact:** Parents will have more opportunities to understand campus initiatives and ways to support their student in the learning environment, increasing student achievement. **Staff Responsible for Monitoring:** Administrators House Committee Lighthouse Team **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

1690

Demographics
Problem Statement 1: Student attendance is still below the state average. **Root Cause**: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.
School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause**: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause**: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, favorable staff responses in the Belonging category will increase from 83% to at least 88%, with increased staff participation in the School-Based Climate Survey.

Evaluation Data Sources: Fall and spring School-Based Climate Survey
MRA survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will strengthen staff belonging through collaborative decision-making, team-building opportunities, staff recognition, shared leadership roles, House System participation, and celebrations of professional and personal accomplishments. **Strategy's Expected Result/Impact:** Staff members will develop stronger relationships, ownership, and connection to the campus community, increasing favorable Belonging responses from 83% to at least 88%. **Staff Responsible for Monitoring:** Administrators Campus Improvement Team Leader in Me Lighthouse Team **Title I:** 2.52 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				1691

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston administrators will establish regular structures for staff voice and feedback through campus committees, listening sessions, team meetings, and follow-up communication regarding decisions and identified concerns. **Strategy's Expected Result/Impact:** Staff members will have meaningful opportunities to influence campus decisions and will receive communication regarding how their feedback informed campus actions. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.52 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. **Root Cause**: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.

1692

Ector County Independent School District

San Jacinto Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1693

Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

Vision

To inspire a love of learning and a commitment to kindness, creating a nurturing environment where students, families, and staff work together to build a foundation for lifelong learners who contribute meaningfully to their community.

1694

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percent of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 50% to 55%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: iReady reports, checkpoint data, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3-5 instructional staff will sustain the implementation of HMH Resources and Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady data, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, Instructional coach and campus administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** MCLs - Title One School-wide - $63,000, Instructional Coach - Title One School-wide - $68,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady data and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, Instructional Coach and Campus administrators **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 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 instructional staff will implement Blended Learning strategies into small group lessons. **Strategy's Expected Result/Impact:** Increase student growth and achievement with personalized learning pathways **Staff Responsible for Monitoring:** Lead teachers, MCLs, Instructional Coach and Campus Administrators **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1697

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause**: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Student Achievement

Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause**: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

1698

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percent of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 45% to 50%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Checkpoint data, iReady data and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of enVision and Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS. **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady data and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, Instructional Coach, and Campus Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3				1699

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady data and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, Instructional Coach and Campus Administrator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 instructional staff will implement Blended Learning strategies into small group lessons. **Strategy's Expected Result/Impact:** Increase in student growth and achievement with personalized learning pathways **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach and Campus Administrators **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				1700

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause**: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Student Achievement

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

1701

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percent of students performing at the MEETS level on 5th grade Science STAAR will increase from 27% to 32%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: Checkpoint data, iReady data and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of McGraw Hill and Vernier (Penda) lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Weekly hands-on labs and inquiry-based activities and learning will be connected to real-world experiences. **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data and STAAR **Staff Responsible for Monitoring:** Teachers,MCLs, Instructional Coach, and Campus Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				1702

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science vocabulary instruction will be taught by using word walls, interactive notebooks, and daily review routines. Science academic vocabulary will be reviewed daily to strengthen students' comprehension of scientific texts and assessments. **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach, and Campus Administrator **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring for fifth grade students will start in the fall semester. Tutoring will focus on science vocabulary, reading comprehension, and fluency. **Strategy's Expected Result/Impact:** Increased growth and achievement in the areas of reading comprehension and fluency tracked through checkpoint data, iReady, and STAAR **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach, and Campus Administrator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1				1703

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause**: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings
School Organization
Problem Statement 1: PLCs and team level being led with fidelity and structure. **Root Cause**: 1) MCLs will be trained on how to run PLCs 2) Instructional Coach will provide support for PLCs and Team level meetings 3) Follow District expectations for PLCs and data driven instruction

1704

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: Increase the percentage of 3-5 Emergent Bilingual students to progress 1 or more proficiency levels in Speaking on TELPAS from 14% Advanced to 20% Advanced.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: TELPAS data, Summit K12 data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementing the new ELPS K-5 that include Content Based Language Instruction (CBLI) methodology. **Strategy's Expected Result/Impact:** Student academic growth will increase **Staff Responsible for Monitoring:** Bilingual Teachers, Instructional Coach, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				1705

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Accelerate English language development for Emergent Bilingual students through Summit K-12 and Benchmark Express. **Strategy's Expected Result/Impact:** Student academic growth increases and English language proficiency increases **Staff Responsible for Monitoring:** Bilingual teachers, Instructional Coach and Administrator **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:** Demographics 1 - Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause**: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students
Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

1706

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of 3rd grade students performing at the MEETS level on the Reading STAAR assessment will increase from 53% to 58%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoint data, iReady and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3-5 instructional staff will sustain the implementation of HMH resources and Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR **Staff Responsible for Monitoring:** Lead Teachers, MCLs, Instructional coach and Campus Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 1				1707

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady and STAAR **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach, and Campus Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

1708

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students k-2 achieving or exceeding their Reading Rit goal will increase from 55% to 65%.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady and checkpoint data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR **Staff Responsible for Monitoring:** MCLs, Instructional Coach, and Campus Administrator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				1709

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/ teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased student growth and achievement tracked through checkpoint data, iReady, and STAAR **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach and Campus Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause**: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early
Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause**: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 63% to 70%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-5th grade students will participate in Counselor guided lessons for social-emotional lessons provided by the Counselor twice a month week. **Strategy's Expected Result/Impact:** Students will participate in activities that will help them feel cared for and connected with their teachers and peers. **Staff Responsible for Monitoring:** Counselor, Classroom Teacher **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - School Culture and Climate 1				1711

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause**: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. **Root Cause**: 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause**: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause**: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

1712

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.7% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive assistance if needed. **Staff Responsible for Monitoring:** Campus Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. **Strategy's Expected Result/Impact:** 95% attendance rate **Staff Responsible for Monitoring:** Campus administrators, counselors, and Instructional coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause**: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause**: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

1714

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week **Strategy's Expected Result/Impact:** Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. **Staff Responsible for Monitoring:** Teachers and Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - School Culture and Climate 1 - Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-5th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. **Staff Responsible for Monitoring:** Counselor and teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - School Culture and Climate 1 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause**: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Demographics

Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. **Root Cause**: 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause**: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause**: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Family and Community Engagement

Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause**: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

1716

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Increase students sense of belonging based on panorama data from 51% to 60%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor will provide bi-monthly guidance lessons for students that address student belonging and connectedness. **Strategy's Expected Result/Impact:** Students will feel like they belong to the school and better understand how to interact with each other. **Staff Responsible for Monitoring:** Counselor, Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1				

1717

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students included in the House meetings, pep rallies and House reveal activities. **Strategy's Expected Result/Impact:** Students will feel like they belong to one of the 4 Houses and participate in activities **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators, Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause**: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause**: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

1718

Board Goal 4: Classroom Excellence

Performance Objective 1: Identify students with chronic absenteeism (10+ absences or chronically absent) and provide intervention to increase San Jacinto's attendance rate from 92.7% to 95% by the end of 2026-2027 school year.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Increase documented attendance intervention completion for identified at risk students with 10 or more absences. **Strategy's Expected Result/Impact:** Students academic growth will increase due to being present. Attendance rate will increase. **Staff Responsible for Monitoring:** Attendance clerk, Counselor, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1 - Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Recognize classrooms with improved attendance and give special recognition. **Strategy's Expected Result/Impact:** Students academic growth will increase due to being present in class **Staff Responsible for Monitoring:** Teachers, Attendance clerk, Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause**: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause**: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Family and Community Engagement

Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause**: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

1720

Board Goal 4: Classroom Excellence

Performance Objective 2: Increasing Blended Learning implementation campus wide with fidelity from 0% to 100% leading to personal pathways for individual students in grades 3-5 by end of 2026-2027 school year.

HB3 Board Goal

Evaluation Data Sources: Classroom observations, PLC meetings, Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Begin implementation of Blended Learning strategies during Small group time within the day using iReady, teacher table time, and independent work time. **Strategy's Expected Result/Impact:** Students will get individualized instruction for areas of weakness and enrichment for areas of strength **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach and Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1				1721

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Exemplars of student work, small group work, and independent practice used in PLCs to improve Blended Learning implementation. **Strategy's Expected Result/Impact:** Student achievement and engagement increased **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, MCLs, and Administrators **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause**: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. **Root Cause**: 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning

Student Achievement

Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause**: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause**: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

School Culture and Climate

Problem Statement 2: Teachers/Staff would like more in depth feedback from administration **Root Cause**: 1) PLCs need to be consistent 2) Quick feedback after walkthroughs 3) In depth feedback if there is a need

Staff Quality, Recruitment, and Retention

Problem Statement 1: A decline in staff retention occurred at the end of 2024 to 2025, 85% to 54.5%. **Root Cause**: 1) Changes were made at the district level that brought students in the EB program back to San Jacinto 2) Changes doubled the student population 3) Staff had to make adjustments, some decided to leave

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

School Organization

Problem Statement 1: PLCs and team level being led with fidelity and structure. **Root Cause**: 1) MCLs will be trained on how to run PLCs 2) Instructional Coach will provide support for PLCs and Team level meetings 3) Follow District expectations for PLCs and data driven instruction

Board Goal 4: Classroom Excellence

Performance Objective 3: Implement AVID WICOR strategies with fidelity across all K-5 classrooms so they are consistently reflected in professional learning, lesson planning, Tier I instruction, student work, and instructional feedback, resulting in increased student engagement, academic achievement, and the development of the academic and leadership skills necessary for college, career, and life readiness.

HB3 Board Goal

Evaluation Data Sources: Classroom observations, PLC meetings, Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 teachers will participate in ongoing training for WICOR Strategies through district training and campus training. **Strategy's Expected Result/Impact:** Students academic growth will increase due to engaged lessons/activities that challenge thinking **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				1723

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 teachers will implement WICOR strategies that will be evident in student work, instruction and lesson plans. **Strategy's Expected Result/Impact:** Student academic growth will increase due to engaged lessons/activities that challenge student thinking **Staff Responsible for Monitoring:** Teachers, MCLs, Instructional Coach, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause**: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early
Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause**: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause**: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause**: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

1724

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase the involvement of MTSS behavior support specialists at San Jacinto to strengthen identification of students who need an MTSS behavior plan for Tier 2 intervention.

Evaluation Data Sources: MTSS behavior referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize district MTSS behavior specialist assigned to San Jacinto with campus visits and guidance with Tier 2 behavior intervention. **Strategy's Expected Result/Impact:** Student discipline referrals will decrease. **Staff Responsible for Monitoring:** MTSS Team, Instructional Coach and Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and individual support for Teachers with students who need MTSS behavioral support. **Strategy's Expected Result/Impact:** More student behaviors identified and addressed before Discipline Referrals needed. **Staff Responsible for Monitoring:** MTSS team, Instructional Coach, and Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2 - Family and Community Engagement 1				

1725

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers/Staff would like more in depth feedback from administration **Root Cause**: 1) PLCs need to be consistent 2) Quick feedback after walkthroughs 3) In depth feedback if there is a need

Family and Community Engagement

Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause**: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

1726

Board Goal 5: Culture of Excellence

Performance Objective 2: Implementation of Emergent Tree Tier 1 practices to provide student behavior support, staff responses to behavior and fidelity of the implementation of Tier 1 behavior framework.

Evaluation Data Sources: Classroom observations, PLC discussions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Emergent Tree framework with Safe, Respectful and Responsible in selected classrooms (1st, 3rd, 4th grade) **Strategy's Expected Result/Impact:** Consistent behavior language and usage with a positive perspective **Staff Responsible for Monitoring:** MCL, Instructional coach and Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MTSS behavior support for students who have consistent discipline concerns. **Strategy's Expected Result/Impact:** Decrease in disciplinary referrals and increase in positive school climate **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Counselor, and Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause**: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

School Organization
Problem Statement 2: Discipline procedures and classroom management strategies need to include behavior supports before disciplinary action taken. **Root Cause**: 1) Procedures for disciplinary actions need to be reviewed and followed consistently 2) Behavior supports with MTSS need to be used

1728

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase the amount of time the Counselor spends in classrooms with students on guidance curriculum to twice a month per grade level.

Evaluation Data Sources: Counselor monthly sign up/Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor will work with the classroom teachers to schedule guidance lessons twice a month **Strategy's Expected Result/Impact:** Students will feel more connected to the school/class **Staff Responsible for Monitoring:** Counselor, Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Regular guidance lessons will provide opportunities for students to express their needs and learn positive behaviors. **Strategy's Expected Result/Impact:** Students will feel more connected to the campus/class **Staff Responsible for Monitoring:** Counselor, Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause**: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause**: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

1730

Ector County Independent School District

Vasquez Middle School

2026-2027 Board Goals/Performance Objectives/Strategies

1731

Mission Statement

At Vasquez Middle School, we work together with purpose and urgency to create a safe, responsible, and respectful community where every student receives excellent instruction, high expectations, and the support needed to grow, achieve, and become legendary.

Vision

Our vision is to create a community of safe, responsible, and respectful legendary learners who achieve academic excellence through engaging instruction, high-quality exemplars, and responsive teaching driven by exit ticket huddles that promote continuous growth.

Value Statement

1732

VASQUEZ MIDDLE SCHOOL
DIAMONDBACKS

We Strike with Purpose!

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1733

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, Adela & Gilbert Vasquez Middle School will have at least 30% of students in grades 6-8 who meet or exceed their individualized i-Ready Typical Growth target in Reading, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: I-Ready Reading

1734

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adela & Gilbert Vasquez Middle School will provide targeted, skill-based reading intervention and enrichment during Roundup using i-Ready Diagnostic data, personalized learning pathways, and teacher-led small-group instruction. Students will be grouped according to specific needs in phonics, vocabulary, comprehension, and analysis of complex texts. Groups and instructional plans will be adjusted regularly based on student progress. **Strategy's Expected Result/Impact:** Students will receive instruction aligned with their individual reading needs, leading to improved performance in vocabulary, comprehension, and analysis of complex texts. Students will understand and monitor their individualized growth goals, and at least 30% will meet or exceed their i-Ready Typical Growth target by May 2027. **Staff Responsible for Monitoring:** Principal Reading department head Reading MCL II Grade-level assistant principals Reading teachers Emergent bilingual staff **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3, 5 **Funding Sources:** 3 MCLs (Reading, Math, Science) - - Title One School- Improvement - $69,000				1735

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reading teachers will participate in consistent PLC cycles focused on standards-aligned planning, student work analysis, formative assessment results, and instructional adjustments. Department heads and Opportunity Culture coaches will support teachers through lesson rehearsal, modeling, observation, and actionable feedback to strengthen Tier 1 reading instruction. **Strategy's Expected Result/Impact:** Teachers will strengthen the quality and consistency of Tier 1 reading instruction by using student data to identify misconceptions, plan responsive instruction, and measure the effectiveness of reteaching. Increased instructional alignment and teacher capacity will result in improved student mastery of grade-level reading standards and progress toward i-Ready Typical Growth targets. **Staff Responsible for Monitoring:** Principal Reading department head Reading MCL II Grade-level assistant principals Opportunity Culture instructional coaches Reading teachers **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 3, 5, 6 **Funding Sources:** 3 MCLs (Reading, Math, Science), 2 MTRTs (Math, Reading) - Title One School- Improvement - $69,000				1736

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. **Root Cause**: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English.
Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. **Root Cause**: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Student Achievement

Problem Statement 5: Incoming seventh-grade students demonstrated limited advanced achievement in reading, with only 11% reaching Masters Grade Level. **Root Cause**: Students need more consistent opportunities to analyze increasingly complex texts, support responses with textual evidence, write at the depth required by the standard, and receive actionable feedback that advances their performance to the Masters level.

Problem Statement 6: Emergent bilingual students who previously tested in Spanish may lack confidence when speaking, reading, and writing academically in English, which may limit classroom participation and assessment performance. **Root Cause**: Students have had limited structured opportunities to practice academic English in a supportive environment through reading, writing, listening, and speaking across all content areas.

1737

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027 Adela & Gilbert Vasquez Middle School will have at least 30% of students in grades 6-8 who will meet or exceed their individualized i-Ready Typical Growth target in Math, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

HB3 Board Goal

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: I-Ready Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adela & Gilbert Vasquez Middle School will provide targeted, skill-based mathematics intervention and enrichment during Roundup using i-Ready Diagnostic data, personalized learning pathways, and teacher-led small-group instruction. Students will be grouped according to identified skill gaps and readiness levels, with groups adjusted regularly based on progress-monitoring data. **Strategy's Expected Result/Impact:** Students will receive instruction aligned with their individual mathematical needs and develop stronger foundational skills, conceptual understanding, problem-solving abilities, and confidence. Students will understand and monitor their personalized growth goals, resulting in at least 30% of students meeting or exceeding their i-Ready Typical Growth target by May 2027. **Staff Responsible for Monitoring:** Principal Mathematics department head Mathematics MCL II Grade-level assistant principals Mathematics teachers ESL and Special Education staff **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 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 4				1738

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Mathematics teachers will participate in consistent PLC and coaching cycles focused on standards-aligned planning, student work analysis, formative assessment results, and responsive instructional adjustments. Teachers will use district high-quality instructional materials, instructional sequences, and exemplars to strengthen the consistency and rigor of Tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will improve their ability to deliver rigorous, standards-aligned mathematics instruction, identify student misconceptions, and respond through targeted reteaching. Students will have increased opportunities to engage in mathematical discourse, demonstrate their thinking, solve multistep problems, and apply learning in different contexts. Improved Tier 1 instruction and data-driven intervention will increase student mastery and progress toward individualized i-Ready Typical Growth targets. **Staff Responsible for Monitoring:** Principal Mathematics department head Mathematics MCL II Mathematics MTRT Grade-level assistant principals Opportunity Culture instructional coaches Mathematics teachers **Title I:** 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2, 4				1739

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. **Root Cause**: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English.

Student Achievement

Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. **Root Cause**: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking.

Problem Statement 4: Incoming seventh-grade students demonstrated limited advanced achievement in mathematics, with only 8% reaching Masters Grade Level. **Root Cause**: Students have not consistently received the depth of grade-level instruction, higher-order problem-solving opportunities, and enrichment needed to move from basic proficiency to mastery.

1740

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of students performing at the MEETS level on 6-8 Reading STAAR at Adela & Gilbert Vasquez Middle School, will increase from 33% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reading teachers will implement district-adopted high-quality instructional materials with fidelity and use aligned instructional sequences, teacher exemplars, student exemplars, exit tickets, and common assessments. PLCs will analyze student work and assessment data to identify misconceptions, plan targeted reteaching, and reassess students after additional instruction. **Strategy's Expected Result/Impact:** Students will receive consistent, rigorous, grade-level reading instruction across all classrooms. Timely analysis of formative data will allow teachers to address learning gaps before district and state assessments. Students will demonstrate stronger comprehension of complex texts, written responses supported by evidence, and mastery of priority standards, increasing Meets Grade Level performance from 33% to at least 40%. **Staff Responsible for Monitoring:** Principal Reading department head Reading MCL II Grade-level assistant principals Reading teachers **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 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 3, 5 - Curriculum, Instruction, and Assessment 7				1741

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reading teachers and instructional leaders will use STAAR, district assessment, classroom, and language-proficiency data to identify students who are approaching the Meets standard and students transitioning from Spanish to English assessments. These students will receive targeted small-group instruction during Reading and Roundup focused on academic vocabulary, comprehension of complex texts, written responses, and assessment language. **Strategy's Expected Result/Impact:** Students will increase their confidence and proficiency in reading, speaking, and writing academically in English. Targeted support will accelerate the progress of students who are close to reaching Meets while addressing language and literacy gaps among emergent bilingual students. As a result, more students will successfully demonstrate grade-level knowledge and skills on the English Reading STAAR assessment. **Staff Responsible for Monitoring:** Principal Reading department head Reading MCL II Grade-level assistant principals Reading teachers Emergent bilingual/ESL staff Intervention staff **Title I:** 2.51, 2.52 **- 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, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3, 5				1742

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. **Root Cause**: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English.
Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. **Root Cause**: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Student Achievement
Problem Statement 5: Incoming seventh-grade students demonstrated limited advanced achievement in reading, with only 11% reaching Masters Grade Level. **Root Cause**: Students need more consistent opportunities to analyze increasingly complex texts, support responses with textual evidence, write at the depth required by the standard, and receive actionable feedback that advances their performance to the Masters level.
Curriculum, Instruction, and Assessment
Problem Statement 7: Teachers across all content areas may not yet be fully prepared to provide the language supports needed by students transitioning from Spanish to English assessments. **Root Cause**: The campus has many new and first-year teachers with varying levels of training and experience in sheltered instruction, language-development strategies, and supporting emergent bilingual students.

1743

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of students performing at the MEETS level on 6-8 Math STAAR at Adela & Gilbert Vasquez Middle School, will increase from 26% to 36%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR

1744

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Mathematics teachers will implement district-adopted high-quality instructional materials with fidelity and use aligned instructional sequences, teacher exemplars, student exemplars, exit tickets, and common assessments. During PLCs, teachers will analyze student work and assessment data to identify misconceptions, plan targeted reteaching, and reassess students to determine whether mastery has improved. **Strategy's Expected Result/Impact:** Students will receive consistent, rigorous, grade-level mathematics instruction across classrooms. Teachers will respond to student needs promptly by using formative assessment results to adjust instruction and provide targeted reteaching. Students will strengthen their conceptual understanding, procedural fluency, mathematical reasoning, and ability to solve multistep problems, increasing Meets Grade Level performance from 26% to at least 36%. **Staff Responsible for Monitoring:** Principal Mathematics department head Mathematics MCL II Mathematics MTRT Grade-level assistant principals Mathematics teachers **Title I:** 2.51, 2.52 - **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** **Problem Statements:** Student Achievement 1, 2, 4				1745

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and instructional leaders will use STAAR, district assessment, i-Ready, exit-ticket, and classroom performance data to identify students who are below or approaching the Meets Grade Level standard. Students will receive targeted small-group instruction and intervention during mathematics classes and Roundup, with an emphasis on priority standards, prerequisite skills, mathematical vocabulary, problem representation, and written justification. **Strategy's Expected Result/Impact:** Students will receive timely support matched to their specific learning gaps and will have multiple opportunities to demonstrate mastery. Frequent progress monitoring and flexible regrouping will accelerate the learning of students who are close to reaching Meets while providing foundational support to students with significant gaps. As a result, a greater percentage of students will demonstrate grade-level mathematical knowledge and reach the Meets standard on STAAR. **Staff Responsible for Monitoring:** Principal Mathematics department head Mathematics MCL II Mathematics MTRT Grade-level assistant principals Mathematics teachers TRT and intervention staff Special education and emergent bilingual staff **Title I:** 2.51, 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 2, 4				1746

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. **Root Cause**: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English.

Student Achievement

Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. **Root Cause**: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking.

Problem Statement 4: Incoming seventh-grade students demonstrated limited advanced achievement in mathematics, with only 8% reaching Masters Grade Level. **Root Cause**: Students have not consistently received the depth of grade-level instruction, higher-order problem-solving opportunities, and enrichment needed to move from basic proficiency to mastery.

1747

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, the percentage of students performing at the MEETS level on Algebra I EOC at Adela & Gilbert Vasquez Middle School, will increase from 96% to 100%.

HB3 Board Goal

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: ALG 1 EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Algebra I teacher will implement the district-adopted high-quality instructional materials with fidelity and use aligned instructional sequences, teacher exemplars, student exemplars, exit tickets, common assessments, and released EOC items. During PLCs, the teacher and instructional leaders will analyze student work by standard, identify misconceptions, plan targeted reteaching, and reassess students to confirm mastery. **Strategy's Expected Result/Impact:** All Algebra I students will receive consistent, rigorous instruction aligned with the Texas Essential Knowledge and Skills and the cognitive demands of the EOC assessment. Frequent analysis of formative data will allow the teacher to identify and correct misconceptions before they become persistent learning gaps. Students will strengthen their conceptual understanding, procedural fluency, mathematical reasoning, and ability to solve multistep algebraic problems, increasing Meets Grade Level performance from 96% to 100%. **Staff Responsible for Monitoring:** Principal Mathematics department head Mathematics MCL II Grade-level assistant principal Algebra I teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 2				1748

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Algebra I teacher and instructional leaders will use prior STAAR results, district assessments, common assessments, exit tickets, and classroom performance data to identify individual students who are not consistently demonstrating the Meets Grade Level standard. These students will receive targeted small-group instruction, tutoring, and intervention focused on specific prerequisite gaps and Algebra I standards. Student progress will be reviewed regularly, and intervention plans will be adjusted until mastery is demonstrated. **Strategy's Expected Result/Impact:** Students at risk of performing below Meets Grade Level will receive early, individualized support matched to their specific academic needs. Frequent progress monitoring, flexible grouping, and reassessment will help close learning gaps and ensure that every student has multiple opportunities to reach mastery. As a result, 100% of Algebra I students will meet or exceed the Meets Grade Level standard on the Algebra I EOC assessment. **Staff Responsible for Monitoring:** Principal Mathematics department head Mathematics MCL II Grade-level assistant principal Algebra I teacher TRT or intervention staff **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 2				1749

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. **Root Cause**: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, the percentage of students performing at the MEETS level on the 8th social studies STAAR at Adela & Gilbert Vasquez Middle School, will increase from 7% to 14%.

HB3 Board Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Eighth-grade social studies teachers will implement district-adopted high-quality instructional materials with fidelity and use the district scope and sequence, teacher exemplars, student exemplars, exit tickets, common assessments, and released STAAR items. During PLCs, teachers will analyze student performance by standard, identify misconceptions, plan targeted reteaching, and reassess students to determine mastery. **Strategy's Expected Result/Impact:** Students will receive consistent and rigorous instruction aligned with grade-level standards and the cognitive demands of STAAR. Teachers will use formative assessment data to make timely instructional adjustments and address misconceptions. Students will improve their understanding of essential historical content, cause-and-effect relationships, primary and secondary sources, and stimulus-based questions, increasing Meets Grade Level performance from 7% to at least 14%. **Staff Responsible for Monitoring:** Principal Social studies department head Eighth-grade assistant principal Eighth-grade social studies teachers District social studies coordinator **Title I:** 2.51, 2.52, 2.53 **- 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 7				1750

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and instructional leaders will use prior STAAR results, district assessments, exit tickets, and classroom performance data to identify priority standards and students performing below or approaching the Meets Grade Level standard. Identified students will receive targeted small-group instruction and intervention focused on academic vocabulary, historical context, document analysis, constructed responses, and STAAR question-processing strategies. **Strategy's Expected Result/Impact:** Students will develop stronger content knowledge and the literacy skills needed to interpret complex historical texts, maps, charts, political cartoons, and primary sources. Targeted intervention and frequent progress monitoring will address individual learning gaps and strengthen students' confidence with rigorous assessment items. As a result, more students will demonstrate mastery of eighth-grade social studies standards and reach the Meets Grade Level standard on STAAR. **Staff Responsible for Monitoring:** Principal Social studies department head Eighth-grade assistant principal Eighth-grade social studies teachers Reading MCL II or literacy support staff Special education and emergent bilingual staff, as appropriate **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, 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 - Results Driven Accountability** **Problem Statements:** Family and Community Engagement 4 - School Organization 6				1751

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus has 25 first-year teachers who require intensive instructional, classroom-management, and professional support. **Root Cause**: Opening a new campus required the recruitment of many teachers at one time, resulting in the hiring of numerous candidates who are beginning their teaching careers.
Curriculum, Instruction, and Assessment
Problem Statement 7: Teachers across all content areas may not yet be fully prepared to provide the language supports needed by students transitioning from Spanish to English assessments. **Root Cause**: The campus has many new and first-year teachers with varying levels of training and experience in sheltered instruction, language-development strategies, and supporting emergent bilingual students.

Family and Community Engagement
Problem Statement 4: High student mobility may make it difficult to maintain consistent communication and build sustained partnerships with families. **Root Cause**: Frequent enrollments and withdrawals, changing contact information, housing instability, and family transitions can interrupt communication between the school and home.
School Organization
Problem Statement 6: The campus does not yet have historical organizational or performance data to determine which systems are most effective. **Root Cause**: Vasquez opened during the 2026-2027 school year and has not had sufficient time to collect, analyze, and compare multiple years of implementation data.

1752

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, the percentage of students performing at the MEETS level on 8th Science STAAR at Adela & Gilbert Vasquez Middle School, will increase from 42% to 47%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Eighth grade science teachers will implement district-adopted high-quality instructional materials with fidelity and follow the district scope and sequence. Teachers will use aligned instructional sequences, teacher and student exemplars, exit tickets, common assessments, student work, and released STAAR items during PLCs to identify misconceptions, plan targeted reteaching, and reassess learning. **Strategy's Expected Result/Impact:** Students will receive consistent, rigorous instruction aligned with grade-level standards and the cognitive demands of the Science STAAR. Teachers will use formative assessment data to make timely instructional adjustments and address misconceptions. Students will strengthen their scientific knowledge, reasoning, data analysis, and application of concepts, increasing Meets Grade Level performance from 42% to at least 47%. **Staff Responsible for Monitoring:** Principal Science department head Science MCL I Eighth-grade assistant principal Eighth-grade science teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 3				1753

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and instructional leaders will use prior STAAR results, district assessments, common assessments, exit tickets, and classroom data to identify priority standards and students performing below or approaching the Meets Grade Level standard. Identified students will receive targeted small-group instruction during science classes and intervention periods, including hands-on investigations, academic vocabulary development, analysis of models and data, and practice with stimulus-based questions. **Strategy's Expected Result/Impact:** Students will receive focused support that addresses specific content gaps and misconceptions. Hands-on investigations and targeted practice will strengthen students' ability to apply scientific concepts, interpret graphs and models, analyze evidence, and explain their reasoning. Frequent progress monitoring and flexible regrouping will increase student mastery and raise the percentage of students achieving Meets Grade Level on the eighth-grade Science STAAR. **Staff Responsible for Monitoring:** Principal Science department head Science MCL I Eighth-grade assistant principal Eighth-grade science teachers Special education and emergent bilingual staff, as appropriate **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 3				1754

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. **Root Cause**: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1755

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, daily attendance at Adela & Gilbert Vasquez Middle School, will increase from 93.5% to 95%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Monitoring by grade level attendance clerks
Weekly attendance dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement a consistent attendance-monitoring system to identify students with emerging or chronic attendance concerns. The attendance clerk and grade-level teams will review attendance data weekly, contact families promptly, identify barriers, and provide tiered interventions. Interventions may include student conferences, parent conferences, attendance contracts, counseling referrals, home visits, and connections to campus or community resources. **Strategy's Expected Result/Impact:** Attendance concerns will be identified and addressed before students develop patterns of chronic absenteeism. Increased communication and individualized support will help families overcome barriers affecting attendance. Students will attend school more consistently, regain instructional time, and remain connected to academic and extracurricular programs, increasing campus attendance from 93.5% to at least 95%. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Attendance clerks Grade-level counselors SAS counselor Communities In Schools representative Teachers **Title I:** 2.53 **- 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, Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3				1756

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Adela & Gilbert Vasquez Middle School will establish a positive attendance culture by explicitly teaching attendance expectations, communicating the connection between daily attendance and academic success, and recognizing students and grade levels for improved or consistent attendance. Attendance information will be shared through Facebook, parent communications, campus events, student conferences, and monthly celebrations. **Strategy's Expected Result/Impact:** Students and families will develop a stronger understanding of how attendance affects academic achievement, relationships, extracurricular eligibility, and long-term success. Recognition and consistent communication will increase student motivation, strengthen family engagement, and establish daily attendance as a shared campus priority. These efforts will reduce avoidable absences and support an increase in attendance to at least 95%. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Attendance clerks Grade-level counselors Teachers SAS counselor Communities In Schools representative Campus leadership team **Title I:** 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 4				1757

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. **Root Cause**: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Problem Statement 4: Vasquez Middle School serves a highly transient community, with students frequently enrolling and withdrawing throughout the school year. This can create instructional gaps and disrupt the continuity of academic and support services **Root Cause**: Housing instability, changes in family employment, financial challenges, and frequent movement within or outside the attendance zone contribute to high student mobility.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Exclusionary discipline infractions will decreae from 1,695 to 1,200 by May 2027 at Adela & Gilbert Vasquez Middle School.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Monitored by grade level assistant principals and attendance clerks.
Campus spreadsheet to allow for debrief and reflection from the administrative team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adela & Gilbert Vasquez Middle School will explicitly teach, model, practice, and reinforce campus-wide expectations centered on being safe, responsible, and respectful. Staff will consistently implement the campus discipline ladder, classroom-managed interventions, restorative responses, and Emergent Tree Tier 1 practices. Walkthroughs and discipline-data reviews will be used to monitor consistency across classrooms and common areas. **Strategy's Expected Result/Impact:** Students will clearly understand behavioral expectations and experience consistent responses from adults across campus. Teachers will strengthen proactive classroom-management practices and address lower-level behaviors before they escalate. Increased consistency, positive reinforcement, and early intervention will reduce classroom removals and contribute to decreasing exclusionary discipline infractions from 1,695 to no more than 1,200. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Grade-level counselors Department heads Teachers Campus behavior-support staff **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 2				1758

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will review discipline data regularly by student, grade level, location, time, behavior type, teacher, and student group to identify patterns and students needing additional support. Students with repeated referrals will receive individualized interventions such as check-in/check-out, counseling, behavior contracts, restorative conferences, mentoring, parent conferences, and referrals to campus or community services. **Strategy's Expected Result/Impact:** Behavior patterns and contributing factors will be identified early, allowing the campus to provide targeted support before behaviors result in repeated classroom removals or exclusionary consequences. Students will develop stronger self-management, decision-making, conflict-resolution, and relationship skills. Targeted interventions and progress monitoring will reduce repeat infractions and improve students' access to classroom instruction. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Grade-level counselors SAS counselor Communities In Schools representative Teachers Special education staff, when appropriate Campus leadership team **Title I:** 2.52, 2.53 **- 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, Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 4				1759

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Vasquez Middle School serves a highly transient community, with students frequently enrolling and withdrawing throughout the school year. This can create instructional gaps and disrupt the continuity of academic and support services **Root Cause**: Housing instability, changes in family employment, financial challenges, and frequent movement within or outside the attendance zone contribute to high student mobility.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus has 25 first-year teachers who require intensive instructional, classroom-management, and professional support. **Root Cause**: Opening a new campus required the recruitment of many teachers at one time, resulting in the hiring of numerous candidates who are beginning their teaching careers.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Adela & Gilbert Vasquez Middle School, will increase College, Career, and Military Readiness (CCMR) efforts by prioritizing AVID strategies across all content areas to prepare students for future academic success.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: AVID evidence
Grade level lesson slides
Student growth in assessments

1760

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers across all content areas will consistently implement AVID strategies through the WICOR framework: Writing, Inquiry, Collaboration, Organization, and Reading. Instruction will incorporate strategies such as focused note-taking, essential questions, quick writes, academic discourse, collaborative learning, organization systems, and critical reading of complex texts. Teachers will receive professional learning, modeling, collaborative planning, and feedback to support implementation. **Strategy's Expected Result/Impact:** Students will strengthen the academic habits and skills required for success in advanced secondary coursework, college, and careers. Consistent use of WICOR strategies will improve students' critical thinking, organization, communication, collaboration, reading comprehension, and written expression. Students will become more independent learners who can engage successfully with rigorous academic content. **Staff Responsible for Monitoring:** Principal AVID coordinator Grade-level assistant principals Department heads Opportunity Culture coaches AVID elective teacher Classroom teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, 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 - Results Driven Accountability** **Problem Statements:** Demographics 6 - Family and Community Engagement 4				1761

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Adela & Gilbert Vasquez Middle School, will provide students with structured opportunities to explore college, career, and military pathways through AVID lessons, guest speakers, career-interest inventories, college and career research, campus visits when available, and participation in college and career awareness events. Students will develop individualized academic and future-readiness goals and regularly reflect on their progress. **Strategy's Expected Result/Impact:** Students will increase their awareness of postsecondary options and understand the academic, behavioral, and organizational requirements needed to pursue their goals. Exposure to a variety of pathways will help students connect current learning and attendance to future opportunities. Students will develop stronger motivation, self-advocacy, goal-setting skills, and confidence in their ability to achieve future academic and career success. **Staff Responsible for Monitoring:** Principal AVID coordinator Grade-level counselors Grade-level assistant principals AVID elective teacher Classroom teachers Communities In Schools representative Campus leadership team **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3				1762

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. **Root Cause**: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Problem Statement 6: Enrollment changes throughout the year can affect class sizes, staffing needs, intervention groups, and resource allocation. **Root Cause**: Frequent student entries and withdrawals cause enrollment numbers and student needs to fluctuate after staffing, scheduling, and resource decisions have already been made.

Family and Community Engagement
Problem Statement 4: High student mobility may make it difficult to maintain consistent communication and build sustained partnerships with families. **Root Cause**: Frequent enrollments and withdrawals, changing contact information, housing instability, and family transitions can interrupt communication between the school and home.

1763

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 30% of students will meet or exceed thier individualized expected growth targets on the i-Ready Reading and Mathematics Diagnostics as measured from the 2026 Beginning-of-Year Diagnostic to the 2027 End-of-Year Diagnostic through high-quality Tier 1 instruction and targeted interventions at Adela & Gilbert Vasquez Middle School.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading and Mathematics Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reading and mathematics teachers will implement district-adopted high-quality instructional materials with fidelity and follow aligned instructional sequences. During PLCs, teachers will use teacher and student exemplars, exit tickets, common assessments, student work, and i-Ready data to identify misconceptions, plan instructional adjustments, provide targeted reteaching, and reassess student mastery. Opportunity Culture coaches will support implementation through collaborative planning, lesson rehearsal, modeling, observation, and actionable feedback. **Strategy's Expected Result/Impact:** Students will receive consistent, rigorous, grade-level instruction in reading and mathematics across classrooms. Teachers will strengthen their ability to identify learning gaps and respond through timely instructional adjustments. Improved Tier 1 instruction will increase students' reading comprehension, written expression, conceptual understanding, mathematical reasoning, and progress toward individualized growth targets. At least 30% of students will meet or exceed their expected i-Ready growth targets by May 2027. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Reading and mathematics department heads Reading and mathematics MCL IIs Mathematics and reading MTRTs Reading and mathematics teachers Special education and emergent bilingual staff **Title I:** 2.51, 2.52 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 4, 5				1764

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders and teachers will use BOY, MOY, and EOY i-Ready Diagnostic data, personalized learning pathways, and classroom assessment results to identify individual student needs. Students will set and monitor personalized growth goals and receive targeted small-group intervention or enrichment during Reading, Mathematics, and Roundup. Groups will be adjusted regularly based on lesson completion, pass rates, formative assessments, and progress toward expected growth. **Strategy's Expected Result/Impact:** Students will understand their individual growth goals and take greater ownership of their academic progress. Targeted instruction will address specific skill gaps, while frequent progress monitoring will allow teachers to adjust interventions promptly. Students will demonstrate accelerated growth in reading and mathematics, resulting in at least 30% meeting or exceeding their individualized expected growth targets from BOY to EOY. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Reading and mathematics department heads Reading and mathematics MCL IIs Mathematics and reading MTRTs TRT and intervention staff Reading and mathematics teachers Special education and emergent bilingual staff **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 2, 3				1765

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. **Root Cause**: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking.

Student Achievement

Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. **Root Cause**: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Problem Statement 4: Incoming seventh-grade students demonstrated limited advanced achievement in mathematics, with only 8% reaching Masters Grade Level. **Root Cause**: Students have not consistently received the depth of grade-level instruction, higher-order problem-solving opportunities, and enrichment needed to move from basic proficiency to mastery.

Problem Statement 5: Incoming seventh-grade students demonstrated limited advanced achievement in reading, with only 11% reaching Masters Grade Level. **Root Cause**: Students need more consistent opportunities to analyze increasingly complex texts, support responses with textual evidence, write at the depth required by the standard, and receive actionable feedback that advances their performance to the Masters level.

1766

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement district curriculum and standards-aligned instructional practices with fidelity as evidenced through walkthroughs, PLC documentation, and coaching cycle data at Adela & Gilbert Vasquez Middle School.

Evaluation Data Sources: Walkthrough data
PLC evidence collected
Coaching cycle data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured PLCs to internalize district high-quality instructional materials, unpack priority standards, follow district pacing guides, and develop aligned instructional sequences. PLCs will incorporate lesson rehearsals, teacher exemplars, student-facing exemplars, checks for understanding, exit tickets, and plans for reteaching. Department heads and Opportunity Culture coaches will provide differentiated support to ensure consistent curriculum implementation. **Strategy's Expected Result/Impact:** Teachers will develop a shared understanding of the standards, instructional rigor, district curriculum, and expectations for student mastery. Lessons, learning activities, and assessments will be consistently aligned to grade-level standards. Students will receive equitable access to rigorous district curriculum across classrooms, resulting in stronger instructional consistency and improved academic outcomes. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Department heads MCLs and MTRTs Opportunity Culture coaches Classroom teachers **Title I:** 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 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 6				1767

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators, department heads, and Opportunity Culture coaches will conduct regular instructional walkthroughs and review PLC artifacts to monitor curriculum implementation and standards alignment. Walkthrough and coaching data will be used to identify campus-wide trends and individual teacher needs. Teachers will receive timely, actionable feedback, modeling, lesson rehearsal, observation, and follow-up support through differentiated coaching cycles. **Strategy's Expected Result/Impact:** Teachers will receive consistent feedback and job-embedded professional learning based on evidence from classroom practice. Identified gaps in curriculum implementation and instructional alignment will be addressed promptly through coaching and follow-up observations. Teacher capacity, instructional consistency, and fidelity to the district curriculum will increase, resulting in 100% of teachers demonstrating standards-aligned practices by May 2027. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Department heads MCLs and MTRTs Opportunity Culture coaches Campus instructional leadership team **Title I:** 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 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 6				1768

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Staff members are still learning one another's strengths, areas for growth, communication styles, and approaches to serving students. **Root Cause**: Employees joined the campus from different schools, grade levels, and professional backgrounds and have had limited time to develop trust, shared practices, and strong working relationships.

Staff Quality, Recruitment, and Retention
Problem Statement 6: The campus's instructional leaders may have difficulty providing the frequency and intensity of coaching needed by all beginning teachers. **Root Cause**: The large number of first-year teachers creates a high demand for observation, modeling, feedback, co-planning, classroom-management support, and certification guidance.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Adela & Gilbert Vasquez Middle School, will increase iLead implementation trackability from 0% to 100% by May 2027.

Evaluation Data Sources: Administrative Team Walkthroughs
Counselor Team Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Studies teachers will embed designated iLead lessons and leadership activities into standards-aligned units in grades 6-8. Teachers will connect iLead concepts--including leadership, responsible citizenship, civic participation, communication, collaboration, ethical decision-making, and problem-solving--to the appropriate Social Studies TEKS. **Strategy's Expected Result/Impact:** All students in grades 6-8 will receive consistent leadership instruction within their required Social Studies courses. Students will strengthen their understanding of responsible citizenship, civic participation, effective leadership, collaboration, communication, and ethical decision-making while mastering grade-level Social Studies TEKS. By May 2027, 100% of Social Studies teachers will have implemented and documented the required iLead lessons and activities. **Staff Responsible for Monitoring:** Principal Social Studies department head Grade-level assistant principals Social Studies teachers Counselors **Title I:** 2.52, 2.53 **- 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, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 3				1769

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Adela & Gilbert Vasquez Middle School, will develop a common iLead implementation calendar for grades 6-8. Social Studies teachers will document each completed lesson, the aligned TEKS, date of implementation, leadership competency addressed, and evidence of student learning. PLCs will review implementation data monthly, examine student artifacts, and plan adjustments or make-up opportunities when lessons are not completed. **Strategy's Expected Result/Impact:** The campus will move from having no consistent system for tracking iLead to a clearly documented implementation rate of 100%. Monthly monitoring will allow leaders to identify gaps, provide support, and ensure equitable access across all grades and classrooms. Students will produce measurable evidence demonstrating growth in leadership, civic responsibility, communication, collaboration, and problem-solving. **Staff Responsible for Monitoring:** Principal Social Studies department head Grade-level assistant principals Social Studies teachers Counselors Campus leadership team **Title I:** 2.51, 2.53 **- 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, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Family and Community Engagement 4				1770

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. **Root Cause**: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Family and Community Engagement
Problem Statement 4: High student mobility may make it difficult to maintain consistent communication and build sustained partnerships with families. **Root Cause**: Frequent enrollments and withdrawals, changing contact information, housing instability, and family transitions can interrupt communication between the school and home.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Adela & Gilbert Vasquez Middle School, will increase the percentage of students reporting a positive sense of school connectedness on the Panorama Survey from 34% to 40% by fostering meaningful relationships, increasing student engagement, and promoting a positive school culture.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adela & Gilbert Vasquez Middle School will use Roundup and Social Studies classrooms to provide structured relationship-building activities, student check-ins, goal setting, leadership lessons, and social-emotional support. Each student will be intentionally connected to a trusted adult who monitors the student's academic progress, attendance, behavior, well-being, and participation. Panorama Survey results and student feedback will be reviewed to identify student groups needing additional support. **Strategy's Expected Result/Impact:** Students will develop stronger, more meaningful relationships with trusted adults and peers. Regular check-ins will help staff identify academic, social-emotional, attendance, and behavioral concerns earlier and connect students with appropriate support. Students will feel known, valued, supported, and included, increasing positive school-connectedness responses on the Panorama Survey from 34% to at least 40%. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Grade-level counselors Roundup/ Social Studies teachers SAS counselor Communities In Schools representative Campus leadership team **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 3				1771

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will expand opportunities for students to participate in athletics, fine arts, clubs, leadership programs, monthly events, and campus traditions. Student voice will be gathered through surveys, student leadership groups, focus groups, and classroom discussions. Students will help plan activities, celebrations, service projects, and traditions that reflect the Diamondback identity and the campus expectations of being safe, responsible, respectful, and legendary. **Strategy's Expected Result/Impact:** Students will have increased opportunities to contribute to the campus community, develop leadership skills, build positive peer relationships, and participate in activities aligned with their interests. Incorporating student feedback into campus decisions will strengthen ownership, engagement, school pride, and belonging. These efforts will increase the percentage of students reporting a positive sense of school connectedness to at least 40%. **Staff Responsible for Monitoring:** Principal Grade-level assistant principals Grade-level counselors Athletics and fine arts staff Teachers Campus leadership team **Title I:** 2.52, 2.53 **- 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, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Achievement 6				1772

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. **Root Cause**: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Student Achievement
Problem Statement 6: Emergent bilingual students who previously tested in Spanish may lack confidence when speaking, reading, and writing academically in English, which may limit classroom participation and assessment performance. **Root Cause**: Students have had limited structured opportunities to practice academic English in a supportive environment through reading, writing, listening, and speaking across all content areas.

Ector County Independent School District

Wilson & Young Middle School

2026-2027 Board Goals/Performance Objectives/Strategies

1773

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1774

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the percentage of students achieving or exceeding their Reading iReady goal will increase by 5% from Beginning of Year to End of Year

HB3 Board Goal

Indicators of Success:
Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: BOY to EOY iReady Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY iReady, Checkpoint Data, and STAAR Interim. **Strategy's Expected Result/Impact:** Increase student growth and STAAR performance growth levels **Staff Responsible for Monitoring:** RLA Teachers, RLA MCLs, Instructional Coach, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during RLA block (6th and 7th) 8th grade Reading Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary **Strategy's Expected Result/Impact:** Increase number of students obtaining growth **Staff Responsible for Monitoring:** RLA Teachers, RLA MCLs, and Admin **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Student Achievement 1776
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the percentage of students achieving or exceeding their math iReady goal will increase by 5% from Beginning of Year to End of Year.

HB3 Board Goal

Indicators of Success:
Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: iReady BOY to EOY Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY iReady, Checkpoint Data, and STAAR Interim. **Strategy's Expected Result/Impact:** Increase number of students achieving growth in STAAR and EOY results **Staff Responsible for Monitoring:** Math Teachers, Math MCLs, Instructional Coach, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1				1777

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during math block (6th and 7th) 8th grade Math Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary. **Strategy's Expected Result/Impact:** Strengthen Tier 2 and 3 interventions and lead to increase in number of students achieving their growth goal goal. **Staff Responsible for Monitoring:** Math Teachers, Math MCLs, Instructional Coach, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics	1778
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.	

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of students performing at the masters level on the Algebra I EOC will increase from 71% to 76% as measured by STAAR.

HB3 Board Goal

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach. **Strategy's Expected Result/Impact:** Increase Masters from 71% - 76% **Staff Responsible for Monitoring:** Algebra Teacher, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1779

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. iReady assessments will create an individualized pathway in IXL to remediate and enrich based on each individual students learning needs. **Strategy's Expected Result/Impact:** Increase in percentage of students performing at the Master level on STAAR Alg 1 EOC **Staff Responsible for Monitoring:** Algebra Teacher, Assistant Principal. and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

1780

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May of 2027, the percentage of students performing at the meets level on the math STAAR will increase from to 38% to 45% as measured by STAAR.

HB3 Board Goal

Indicators of Success:
Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: District Checkpoints, BOY iReady, STAAR Interim, STAAR test, formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 7th grade math teachers will track district checkpoint data as well as STAAR interim data to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess mastery and needs for reteach. Reteach plans such as spiral reviews, do now's, and exit tickets. **Strategy's Expected Result/Impact:** Increase in 7th grade Meets performance level as measured by 2027 STAAR **Staff Responsible for Monitoring:** 7th Math Teachers, 7th Math MCL, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Technology 1				1781

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide TIER II and TIER III instruction based on data during Math Block (6th and 7th) and math lab (8th) Intervention will include small group, individualized lessons in IXL, and stations. **Strategy's Expected Result/Impact:** Increase the percentage of 7th grade math students performing at the meets level to 35% **Staff Responsible for Monitoring:** 7th Math Teachers, 7th Math MCL, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

1782

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. **Root Cause**: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support

Technology
Problem Statement 1: Portables lack consistent WiFi access **Root Cause**: Inconsistent Wi-Fi connectivity in portable classrooms directly restricts student access to technology. This infrastructure gap undermines the equitable implementation of blended learning strategies, specifically impacting the fidelity of small-group and individualized instruction across core content areas with a primary focus on Math & RLA.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2027, the percentage of RLA students performing at the meets level will increase from 52% to 55%

HB3 Board Goal

Indicators of Success:
Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: District Checkpoints, STAAR interim, and STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using I-Ready data and district checkpoint assessments teachers will track student mastery of TEKS. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly through small group and reteach. (6th and 7th during Tier II and Tier III intervention during block, 8th grade lab **Strategy's Expected Result/Impact:** Increase in percentage of students performing at the meets level on STAAR 2027 **Staff Responsible for Monitoring:** RLA Teachers, RLA MCL, Instructional Coach, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1783

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: RLA teachers will continue to utilize blended learning to provide increased individualized intervention , student choice, and student data tracking **Strategy's Expected Result/Impact:** Increase student engagement and mastery of material which will increase 5% of 7th grade students performing meets performance level on the 2027 STAAR **Staff Responsible for Monitoring:** RLA MCLs and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.
Technology
Problem Statement 1: Portables lack consistent WiFi access **Root Cause**: Inconsistent Wi-Fi connectivity in portable classrooms directly restricts student access to technology. This infrastructure gap undermines the equitable implementation of blended learning strategies, specifically impacting the fidelity of small-group and individualized instruction across core content areas with a primary focus on Math & RLA.

1784

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May of 2027, the percentage of 8th grade students performing meets level on Science will increase from 47% to 55%

Evaluation Data Sources: STAAR interim and STAAR 2027 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student data tracking of performance on BOY MAP, district checkpoints, and STAAR interim data **Strategy's Expected Result/Impact:** Increase in student knowledge of performance and increase targeted Tier II and III instruction to increase percentage of meets level student performance **Staff Responsible for Monitoring:** 8th Grade Science PLC, 8th Science MCL, Assistant Principal, Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through support of Region 18, curriculum, Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of Science TEKS/standards. **Strategy's Expected Result/Impact:** Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR **Staff Responsible for Monitoring:** 8th Science Team , Assistant Principal, and Principal **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** PLC and Classroom Coaching - Title Two Professional Development - $30,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

1786

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2026, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 44% to 62% as measured by STAAR

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: District Checkpoints, STAAR interim, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social studies teachers, with the help of the IC and department head will analyze district checkpoint data. The instructional frameworks, frequently tested TEKS, and standards analysis to ensure lesson alignment and reteach are consistent. **Strategy's Expected Result/Impact:** Increase in number of students achieving the approaches performance level to 62% **Staff Responsible for Monitoring:** IC, 8th Grade Social Studies teachers, Assistant Principal, Principal **Title I:** 2.51 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1787

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Region 18 coaching, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve teacher content knowledge of the TEKS, and implementation of embedded student engagement strategies. **Strategy's Expected Result/Impact:** Increase in student engagement during content leading to increase in performance of approaches to 62% **Staff Responsible for Monitoring:** IC, 8th Grade Social Studies teachers, Assistant Principal, Principal **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** PLC and Classroom Coaching - Title Two Professional Development - $30,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

1788

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

1789

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: AVID evidence, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms **Strategy's Expected Result/Impact:** Improve rigor and depth of knowledge across content and grade levels **Staff Responsible for Monitoring:** AVID coordinator, Assistant Principal, Principal **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				1790

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. **Strategy's Expected Result/Impact:** Increase percentage of students entering AVID pathway **Staff Responsible for Monitoring:** AVID Coordinator, Assistant Principal, Principal **TEA Priorities:** Connect high school to career and college				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Curriculum, Instruction, and Assessment

Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

1791

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, student attendance will increase from 93.1% to 94.5%

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance **Strategy's Expected Result/Impact:** Become more accurate reporting attendance daily **Staff Responsible for Monitoring:** Attendance Clerks, AP's, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 1				

Strategy 2 Details	Reviews			1792
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Office staff, teachers, and counselors will complete parent contacts for 2nd period in Eduphoria. Assistant Principals and Social Worker will complete attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase percentage of students attending school **Staff Responsible for Monitoring:** Attendance Clerks, AP's, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. **Root Cause**: Daily communication between staff and parents/guardians does not happen regularly.

School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

1793

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May of 2027, decrease the number of discipline referrals from 1289 to 1050.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of consistent signage utilizing Safe, Respectful, Responsible in all common areas and classrooms. **Strategy's Expected Result/Impact:** Decrease in referrals from common areas (RR, Hallway, Cafeteria) due to clearly defined expectations **Staff Responsible for Monitoring:** AP, Principal, Discipline Clerk **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

1794

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of social contracts and temperature checks in all classrooms **Strategy's Expected Result/Impact:** Increase student buy in to classroom processes and procedures. Increase in student feeling of belonging **Staff Responsible for Monitoring:** AP's and Principal **Problem Statements:** School Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implementation of Campus Discipline Matrix **Strategy's Expected Result/Impact:** Calibrate responses to referrals for consistency **Staff Responsible for Monitoring:** APs, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause**: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.
Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. **Root Cause**: Daily communication between staff and parents/guardians does not happen regularly.
School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

1795

Board Goal 4: Classroom Excellence

Performance Objective 1: Wilson and Young will increase the teacher retention rate to 70% by May of 2027

Evaluation Data Sources: Staff Retention Rate for 2027-2028 School Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All new to campus classroom teachers (DOI, certified, and IF) will be assigned a high performing experienced teacher mentor. **Strategy's Expected Result/Impact:** Increase in new to campus teachers feeling supported and advocate on campus **Staff Responsible for Monitoring:** APs, Principal, Mentors **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The percentage of teacher/staff feeling they receive applicable/relevant coaching and feedback will improve to 65%. Opportunity Culture will provide coaching in RLA, Math, and Science through the PLC process, in classroom coaching, modeling, and timely feedback. **Strategy's Expected Result/Impact:** Increase in student growth & Increase in teacher/staff retention **Staff Responsible for Monitoring:** IC, MCLs, APs, Principal **Title I:** 2.51 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** 3 MCL I, 3 MCL II - Title One School- Improvement - $96,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause**: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. **Root Cause**: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support

Curriculum, Instruction, and Assessment

Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

1797

Board Goal 4: Classroom Excellence

Performance Objective 2: Wilson and Young Middle School will implement targeted instructional strategies aimed at increasing student engagement, with the goal of raising the percentage of students who report feeling engaged to 40% by May 2027

Evaluation Data Sources: Student engagement walkthroughs, Panorama Data, STAAR 2027 scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young will train teachers/staff and implement student engagement strategies across all contents and grade levels as measured by engagement walkthroughs **Strategy's Expected Result/Impact:** Increase student engagement & Increase student growth on MAP and STAAR **Staff Responsible for Monitoring:** AP's, Principal, DC's, MCLs **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will continue implementation of Blended Learning in all RLA classrooms **Strategy's Expected Result/Impact:** Increase in student engagement & Increase in student voice and choice **Staff Responsible for Monitoring:** Principal, Department Chair of RLA, RLA MCLs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1				

1798

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Student Achievement

Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. **Root Cause**: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support

Curriculum, Instruction, and Assessment

Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

School Organization

Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

1799

Board Goal 5: Culture of Excellence

Performance Objective 1: Wilson and Young school connectedness indicator will increase to 45% by May 2027 as measured by Panorama

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events **Strategy's Expected Result/Impact:** Increase student and family connectedness to the campus **Staff Responsible for Monitoring:** Principal, APS, Title I coordinator **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will offer multiple opportunities for students to engage in extracurricular activities to increase school connectedness. (athletics, fine arts, NJHS, E Sports) **Strategy's Expected Result/Impact:** Increase percent of students feeling connected to the campus through their areas of interest **Staff Responsible for Monitoring:** Principal, AP's, Coaches, Sponsors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

1800

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities and Schools will increase campus support of identified students (at risk for dropout, eco dis students, and students in need of mental health support) through wrap around services such as academic tracking, uniform and food assistance, and parent liaison. **Strategy's Expected Result/Impact:** Increase school support for at risk, eco dis, and struggling students **Staff Responsible for Monitoring:** CIS partner, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies. 1801
Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. **Root Cause**: Daily communication between staff and parents/guardians does not happen regularly.
School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Wilson and Young Middle School will increase the percentage of students who report experiencing rigorous academic expectations in their classrooms to 65%, as measured by the Panorama Student Survey

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All core content (Math, RLA, Science, Social Studies) will engage in PLCs daily with a weekly action item per the district PLC guide. PLCs will engage in unpacking standards, data analysis, planning for reteach. **Strategy's Expected Result/Impact:** Increase in high quality instruction with an emphasis on student engagement and rigorous instruction **Staff Responsible for Monitoring:** AP's, MCLs, DC's,IC, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				1802

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will prioritize strong instruction within RLA and Math in 6th and 7th grade through block scheduling. Block scheduling will provide Tier I whole group with daily intervention/enrichment time. All 8th graders that did not pass STAAR will be scheduled in a Tier II and Tier III intervention lab based on student needs **Strategy's Expected Result/Impact:** Increase student growth in meets on RLA and Math (6th and 7th grade) **Staff Responsible for Monitoring:** AP, MCLs, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause**: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.
Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

1803

Ector County Independent School District

Zavala Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

1804

Mission Statement

Zavala Magnet Elementary is dedicated to providing students with a high-quality education, with strong foundational skills, to become life-long learners.

Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

1805

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1806

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Math STAAR will increase from 38% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Lesson Plans
Exit Tickets
Data Driven Instruction Analysis during Professioanl Learning communities
Walk-throughs
Feedback and Coaching
Tutoring performance outcomes
iReady
Checkpoints
Walk-throughs
STAAR Interim

1807

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Reading STAAR will increase from 35% to 48%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Lesson Plans
Exit Tickets
Data Driven Instruction Analysis during Professioanl Learning communities

Walk-throughs
Feedback and Coaching
Tutoring performance outcomes
iReady
Checkpoints
Walk-throughs
STAAR Interim

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students performing at the Meets Grade Level standard on STAAR Science will increase from 21% to 31%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Lesson Plans
Exit Tickets
Data Driven Instruction Analysis during Professioanl Learning communities
Walk-throughs
Feedback and Coaching
Tutoring performance outcomes
Checkpoints
Walk-throughs
STAAR Interim

1808

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, all Kindergarten through 3rd grade teachers will consistently implement evidence-based literacy instruction aligned to the Science of Teaching Reading and the Texas Essential Knowledge and Skills (TEKS) to increase the percentage of students reading at or above grade level.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 28% to 35%

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 22% for Kindergarten, 40% for 1st Grade, 31% for 2nd Grade, and 37% for 3rd Grade.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Diagnostics

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

1809

Performance Objective 1: School Connectedness Student panorama data will increase from 65% to 75%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student sense of belonging will increase from 76% to 86%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93.1% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Campus attendance reports and district COC reports

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 34% to 24%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline SQL reports

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

1810

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classrooms consistently implementing AVID WICOR and structured student discourse will increase from not measured to 90%.

Evaluation Data Sources: Classroom walkthroughs and observations, AVID evidence

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of priority teachers will participate in documented observation and feedback coaching cycles by an MCL. At least 90% will demonstrate implementation of their identified action steps, as measured through coaching records and walkthrough data.

Evaluation Data Sources: Walkthrough data, Sibme notes

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead with fidelity

Evaluation Data Sources: Observations and check-ins

Board Goal 5: Culture of Excellence

Performance Objective 2: Zavala Elementary will strengthen family engagement and student ownership by ensuring that all students maintain data folders to monitor academic progress and goal attainment. These folders will be used during parent teacher conferences to facilitate data driven conversations and ensure families have a clear understanding of their child's achievement, growth, and next steps for success.

Evaluation Data Sources: Parent sign-in sheets
Data folders

1811

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Keeley S. Boyer

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.

REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

August 10, 2026 – Special Board Meeting – Level III Grievance Hearing
August 11, 2026 – Board Workshop Meeting
August 18, 2026 – Regular Board Meeting

AT A SPECIAL MEETING – ~~FNG~~ LEVEL III GRIEVANCE HEARING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 10, 2026 WITH THE FOLLOWING MEMBERS:

It was noted that FNG had been inadvertently included on the agenda for the Special Board Meeting – FNG Level III Grievance Hearing.

Present:	**Absent**:
Delma Abalos	
Dr. Steve Brown	
Tammy Hawkins	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

School Officials: Dr. Keeley Boyer, Mike Adkins, Dr. Matthew Spivy

Others: Tatiana Dennis, Alex Reynolds, Jane McGill, Dr. Carol Campbell, Leticia Covarrubias, Maria Carillo, Karina Juárez, Carlos Diaz, Mary Franco

27682 **Meeting Called to Order**: Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

27683 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with the public notice of this meeting**: Board President Dr. Steve Brown, verified that the provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with public notice of this meeting.

27684 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

27685 **~~FNG~~ Level III Grievance Hearing – Leticia Covarrubias**: The Board of Trustees heard a presentation regarding the Level III Grievance appeal of Leticia Covarrubias, a former ECISD employee. The appeal was limited to the issues and documents considered at the Level II.

The parties present were:

- Leticia Covarrubias, (the Grievant), representing herself
- Dr. Matthew Spivy, Chief Human Capital Officer, representing the District's Administration

- Alex Reynolds legal counsel for ECISD, Atkins, Hollmann, Jones, Peacock, Lewis & Lyon
- Tatiana Dennis, legal counsel for the ECISD Board of Trustees, Atkins, Hollmann, Jones, Peacock, Lewis & Lyon

Leticia Covarrubias, representing herself, was given twenty minutes to present her appeal to the Board of Trustees.

Immediately following Ms. Covarrubias's presentation, Dr. Matthew Spivy, representing the District Administration, was given twenty minutes to present the Administration's response to the Board of Trustees.

Following the presentations, members of the Board of Trustees were given the opportunity to ask questions of Ms. Covarrubias, Dr. Spivy, and Mr. Reynolds.

In closing, Ms. Covarubbias and the District Administration were each given no more than five minutes to add closing remarks.

27686 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]; Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

Board President Dr. Steve Brown convened the Board of Trustees to closed session for deliberation at 6:53 p.m.

Board President Dr. Steve Brown reconvened the Board of Trustees to open session at 7:16 p.m.

Action Items

27687 **Possible Action Concerning ~~FNG~~ Level III Grievance Hearing – Leticia Covarrubias**: Moved by Thayer, seconded by Woodall to uphold the Level II Grievance Hearing findings.

For:	Against:
Dr. Steve Brown	Delma Abalos
Tammy Hawkins	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

Motion passed.

27688 **Adjournment**: Dr. Steve Brown, Board President, adjourned the Level III Grievance Hearing for Leticia Covarrubias at 7:20 p.m.

_____	_____
Board President	**Board Secretary**
Dr. Steve Brown	*Christopher Stanley*

AT A BOARD WORKSHOP OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD ON AUGUST 11, 2026, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BUILDING THIRD FLOOR CONFERENCE ROOM A/B, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Tammy Hawkins	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

School Officials: Dr. Keeley Boyer, Mike Adkins, Albessa Chavez, Mauricio Marquez, Jessica Redman, Dr. Anthony Sorola, Dr. Matthew Spivy, Dr. Lauren Tavarez, Dr. Robert Trejo

Others: Alex Reynolds, Yolanda Gordan, Eric Smith, Cheryl Wilson, Shone Lewis, Angela Betancur, Samye Flock, Dallas Kennedy, Nory Leachon, Rita Lopez, Mary Franco

27689 **Meeting Called to Order**: Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

27690 **Verification of Compliance with Open Meeting Law:** Dr. Steve Brown, Board President, certified that the provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with public notice of this meeting.

27691 **Opening Remarks by Superintendent**: In her opening remarks, Superintendent Dr. Keeley Boyer noted that it was the first day of school for the 2026–27 school year. She shared that being at the opening of Vasquez Middle School (VMS) was especially meaningful and noted that 358 sixth-grade students attended VMS on the first day. She added that, as only sixth-grade students reported to middle schools that day, VMS had the largest sixth-grade enrollment among the district's middle schools.

27692 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Board Policy

27693 **Discussion of TASB Board Policy Update 127**: Chief Operations Officer Dr. Anthony Sorola presented this item for discussion. Trustees reviewed the revisions in TASB Board Policy Update 127 which are driven primarily by the 89th

Legislative Session from 2025. The Texas Association of School Boards (TASB) regularly sends recommended updates to school districts, keeping local policies aligned with changes in legal policy. This policy update will be brought back for a second reading and vote on August 18, 2026.

No action required.

Report/Discussion Items

27694 **Presentation of the 2026 ECISD Medical Plan Committee Update**: Chief Human Capital Officer Dr. Matt Spivy opened this item for discussion and introduced UBC Benefits Principal Consultant Eric Smith who provided Trustees with an update on the upcoming 2027 ECISD Medical Plan.

Health care costs nationally are increasing – between 7-9% for many employer plans in 2025. The same is true for ECISD's medical plan expenses (9.2%) and it is expected to continue here in 2026.

ECISD is self-insured, meaning the medical costs not paid by employees are paid by the school district. Based on current costs to ECISD, and anticipating the rise in costs, a loss of approximately $9 million is projected (a loss that would come out of the General Fund budget).

Our local medical plan committee is reviewing all aspects of the health care options to find potential savings. Changes to Blue Cross Blue Shield as a plan administrator and to Lucy RX for pharmacy service have shown promise in saving money for the district and for employees. ECISD's clinic, Care ATC, also seems to be providing a good return on the investment of creating it (866 people have used it in the first six months of 2026). With the district facing a deficit budget, continued losses in the medical fund cannot be sustained. All aspects of the health care plan are under consideration to balance coverage and costs.

No action required.

27695 **Strategic Plan Update: MTSS Pilot and Implementation**: Chief Academic Officer Dr. Robert Trejo presented this item for discussion. Trustees heard an update on the pilot for an MTSS (Multi-Tiered System of Support) Behavior framework, an initiative of the strategic plan. Emergent Tree is a framework to model behavior skills. It is designed to help deepen knowledge of behavior science, align practices across the district, and use data-driven decisions; it teaches skills and strategies for behavior; it's done up front to mitigate not in response; and is flexible for long-term sustainability. In 2025-26, thirteen schools participated in a pilot with each school designing a campus behavior system using the common language centering on the words **Safe, Respectful, Responsible**. Disciplinary actions decreased from 3% to 23% at these schools. Another 15 schools will join the work this year.

No action required.

27696 **Discussion of the 2025-2026 STAAR Results**: Chief Academic Officer Dr. Robert Trejo presented this item for discussion. Trustees discussed the spring STAAR results. Across all subjects and assessments from Grade 3 through high school End-of-Course exams, the district reached 68% passing, an improvement of three points. The district also saw gains in the Meets standard category across all subjects and grade levels. These results will have a significant impact on the district's accountability ratings, which TEA is expected to release this week. Eighth-grade social studies remains a priority area of focus.

No action required.

27697 **Possible Request for Approval to Move to Closed Meeting – Personnel Matters – Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.]; Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

There was no closed session.

27698 **Closing Remarks by Superintendent**: There were no closing remarks.

27699

Adjournment: Board President Dr, Steve Brown adjourned the Board meeting at 7:47 p.m.

_____	_____
Board President	**Board Secretary**
Dr. Steve Brown	*Chris Stanley*

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD ON AUGUST 18, 2026, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BUILDING BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:

Present:	**Absent**:
Delma Abalos	Dr. Steve Brown
Tammy Hawkins	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

School Officials: Dr. Keeley Boyer, Mike Adkins, Albessa Chavez, Mauricio Marquez, Jessica Redman, Dr. Anthony Sorola, Dr. Matt Spivy, Dr. Lauren Tavarez, Dr. Robert Trejo

Others: Alex Reynolds, Stacey Nunez, Scott Rudes, Morgan Eaton, Magdalena Aguilar, Julie Marshall, Anthony Garcia, Kristen Vesely, Carole Campbell, Tracey Borchardt, Cheryl Wilson, Rose Valderaz, Taylor Laing, Leticia Bernal, Aaron Hawley, Bethany Ibarra, Berta Saldibar, Gena Valentine, Stephanie Galindo, Thelma Chapa, Brianna Inman, Michaela Wisdom, Tonia Chance, Melody E. Herrera, Elizabeth Aranda, Luis Trejo Fuentes, Amanda Bizzell, Mary Gorman, Juan Manuel Huerta, Emerald Pando, Melanie Thayer, Marisela Gonzalez, Guadalupe Valeriano, Aliya Martin, Cheryl Moore, Rachel Brady, Madelyne Martinez, Marta Alvarado, Rene Barrientes, Sandra Talavera, Nory Leachon, and Mary Franco

27700 **Meeting Called to Order**: Robert Thayer, Board Vice-President, called the Board of Trustees Meeting to order at 6:00 p.m.

27701 **Verification of Compliance with Open Meeting Law:** Robert Thayer, Board Vice-President, verified that the provisions of Section 551.001 and Section 551.043(c) of the Texas Government Code have been met in connection with public notice of this meeting.

27702 **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Hays STEAM Academy Students Judah Hufty and Julian Torres.

27703 **Invocation**: The Invocation was led by Children's Minister Rachel Brady, Odessa Bible Church.

27704 **Special Presentations**:

Recognition of Visual Arts Scholastic Events (VASE) State Qualifiers: Chief Communications Officer Mike Adkins introduced the Visual Arts Scholastic Events (VASE) State Qualifiers. VASE is an annual statewide competition where high school students showcase their artwork and engage in discussions about their creative process with a panel of judges.

At the end of last school year, 10 of our talented students qualified for State VASE and received the highest rating of 4 for their artwork. State VASE is hosted by the Texas Art Educators Association.

- Noelia Ybarra, PHS, “Castillo De Amor” - Teacher, Laree Morris
- Bella Harvey, PHS, “Boot Fang” - Teacher, Luis Trejo
- Francisco Morales Rivers, PHS, “Time Goes Bye!” - Teacher, Gena Valentine
- Gorgina Nunez, OHS, “Old Looking At The New” - Teacher, Edlin Van Pelt
- Apollo Martinez, OHS, “The Pages of Redemption And Corruption” - Teacher, Edlin Van Pelt
- Charlotte Mendez, OHS, “Class Of 2029” - Teacher, Wendi Locklar
- Laylah Torres, OCA, “What Once Was” - Teacher Chris Golden

The following were not present:

- Yaretzi Barrera, PHS, “Nostalgia” - Teacher, Laree Morris
- Isabel Reyes, PHS, “Oh Dear” - Teacher, Luis Trejo
- Eanayha Arredondo, PHS, “Koi Mother” - Teacher Emerald Pando

Announcement of District of Distinction Honor from the Texas Art Educators Association: Chief Communications Officer Mike Adkins proudly announced for the 6th consecutive year, ECISD has earned the District of Distinction award from the Texas Art Education Association (TAEA). The District of Distinction award celebrates our commitment to a well-rounded education and outstanding leadership in promoting the arts. ECISD visual arts students participate in competitions, take part in Texas Big Art Day, perform community services, visit museums and galleries and work with artists, receive support and advocacy through media, and integrate other subjects into the lesson plans. In short, our programs encourage individual growth and connect students to their peers, school, and society at large. In ECISD, about 5,000 students participate in visual arts. We are proud to be among the 127 school districts that received this honor that represents only the top 10% of Visual Arts programs in the state!

Announcement of ECISD Named Best Communities for Music Education by National Association of Music Merchants: Ector County ISD once again was recognized for being named Best Communities for Music Education by the National Association of Music Merchants Foundation. This is the 12th year in a row ECISD has achieved this prestigious, national recognition for its music programs. Best Communities for Music Education is a signature program of The NAMM Foundation, and it recognizes and celebrates schools and districts for their support and commitment to music education and efforts to assure access to music for all students as part of a well-rounded education. It is a comprehensive application and review process that takes into account funding, instructional time, participation rates, facilities, and community support. The applications are independently reviewed and verified. In ECISD, 22,041 students receive weekly instruction in Fine Arts. This is 72% of our student population.

27705 **Opening Remarks by Superintendent**: In opening remarks, Superintendent Dr. Keeley Boyer spoke about the start of the school year. During the first week of school, enrollment was approximately 1,000 students less than at the same time

last year: however, enrollment remains in line to meet projected numbers. The teacher fill rate is currently 98%, with 11 elementary and 26 secondary teacher vacancies. The Superintendent then introduced a video highlighting the first day of school on August 11.

27706 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

In public comment, Mireya Millan, an enrollee at Ector Acceleration Academy, shared how the dropout prevention program changed her life. She noted that she graduated from high school, has been accepted to college, and aspires to become a nurse.

Zoey Puente then shared her experience working through the ECISD Community Outreach Center (COC), which helped her graduate from high school and prepare to pursue her future goals.

Board Policy

27707 **Discussion of and Request for Approval of TASB Local Policy Update 127**: Moved by Woodall, seconded by Stanley to approve TASB Local Policy Update 127 as presented. These updates are based on recommendations from the Texas Association of School Boards to keep local board policy in line with legislative changes to state policy.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

Bond 2023

27708 **Bond 2023 Update**: Chief Operations Officer Dr. Anthony Sorola and Chief Financial Officer Albessa Chavez provided the Board of Trustees with an update on the progress of Bond 2023 projects.

ATLAS Career & Technical Education Center:

- Structural steel is now complete.
- Electrical, plumbing, and masonry work are ongoing
- Roofing scheduled to begin soon
- Scheduled to open in August 2027

Adela & Gilbert Vasquez Middle School:

- The school is now Open!
- Work continues on the competition gym, auditorium, landscaping, and other sitework.

PHS Auditorium:
- The auditorium renovation is complete, marking the eighth Bond 2023 project to be completed.

Transition Learning Center:
- Metal stud framing is ongoing and is anticipated to be completed later in the fall semester.

PHS JROTC Facility:
- The building is nearing completion
- Technology installation is underway
- Furniture delivery is scheduled over the next two weeks
- Final inspection will be scheduled soon

Agricultural (Ag) Farm Facility:
- Structural steel for both barns and academic buildings is complete

New Transportation Facility:
- Preparations for demolition of specific buildings on site are underway
- The Guaranteed Maximum Price (GMP) for the construction and renovation phase is on tonight's agenda for approval

Priority 1 & 2 Renovation/Replacement Projects:
- Replacement and renovation projects are underway throughout the district
- Roofing Package 1 is complete
- Projects at eighteen schools and the School Nutrition Department were completed this summer or are currently in progress

No action required.

27709 **Discussion of and Request for Approval of Bond 2023 Purchases over $100,000**: Moved by Hawkins, seconded by Stanley to approve the Bond 2023 Purchases over $100,000 as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27710 **Discussion of and Request for Approval of AIA Document A133-2019 Exhibit A Guaranteed Maximum Price Amendment for Construction and Renovation for the Transportation Facility Project**: Moved by Hawkins, seconded by Woodall to approve the AIA Document A133-2019 Exhibit A Guaranteed Maximum Price Amendment for Construction and Renovation for the Transportation Facility Project as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27711 **Discussion of and Request for Approval of AIA Document G802-2017 Amendment to the Professional Services Agreement with PBK – Ector County ISD CTE Center (ATLAS CTE Center)**: Moved by Woodall, seconded by Stanley to approve the AIA Document G802-2017 Amendment to the Professional Services Agreement with PBK – Ector County ISD CTE Center (ATLAS CTE Center) as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

Action Items

27712 **Discussion of and Request for Approval of Purchases over $100,000**: Moved by Woodall, seconded by Thayer to approve the Purchases over $100,000 as presented. The items on this month's list are for full-time site coordinators from Communities in Schools to support At-Risk students, and Emergent Tree behavioral framework.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27713 **Discussion of and Request for Approval of 2026-2027 Budget Amendment #1**: Moved by Stanley, seconded by Hawkins to approve the 2026-2027 Budget Amendment #1 as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27714 **Discussion of and Request for Approval to Sell Property for Less than Market Value**: Moved by Hawkins, seconded by Woodall to approve the sale of property at 2573 West Bell Street, Odessa, Texas for less than market value. Taxes for this property have been delinquent since 2015, and its sale will put it back on the tax roll.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27715 **Discussion of and Request for Approval of Application to Renew Optional Flexible School Day Program (OFSDP)**: Moved by Stanley, seconded by Woodall to approve the Application to Renew Optional Flexible School Day Program (OFSDP) as presented. The goal of the Optional Flexible School Day Program is to allow students an opportunity to have flexible hours to be successful and receive a high school diploma by offering courses needed for graduation while the district receives funding for students in attendance. The program has two main objectives.

The first is to allow a student who has dropped out of school or is in danger of dropping out of school an option other than the regular classroom setting or school day. The second objective is to enable a student the opportunity to recover credits lost due to lack of attendance. OFSDP is offered at the Community Outreach Center, Ector Acceleration Academy, and on campus. This year 304 students were recovered after dropping out, or prevented from dropping out, and of those 134 graduated and 93 are continuing in school (82%).

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27716 **Consent Agenda**: Moved by Stanley, seconded by Woodall to approve the Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Request for Approval of Annual Investment Report
E. Request for Approval to Enter into the Participation Agreement that will Extend the Interlocal Agreement with Purchasing Cooperatives (COOP) and Ector County ISD
F. Request for Approval of Resolution Amending Authorized Representatives
G. Request for Approval of Board T-TESS and T-PESS Appraisers for the 2026-2027 School Year
H. Request for Approval of Board T-TESS and T-PESS Calendar for the 2026-2027 School Year
I. Request for Approval of Personal Services by Dr. Cheryl Wilson for Adjunct Professor for Odessa College Pursuant to Texas Ecudation Code §11.006 (c)
J. Request for Approval of Interlocal Agreement between the Ector County Independent School District and Communities in Schools of the Permian Basin, Inc.
K. Request for Approval of Partnership Agreement between Ector County Independent School District and Acceleration Academies
L. Request for Approval of UIL Exemption List for the 2026-2027 School Year
M. Request for Approval of 2026-2027 Scripps National Spelling Bee, Inc. Regional Partnership Agreement
N. Request for Approval of Extracurricular Status of 4-H Organization Resolution and Adjunct Staff Members

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

Report/Discussion Items

27717 **Discussion of 2025-2026 Board Goals and Indicators of Success**: Chief Academic Officer Dr. Robert Trejo presented this item for discussion. Trustees discussed their goals established for the 2025-2026 school year and reviewed the

corresponding Indicators of Success. ECISD's strategic plan is organized around five Board Goals. The first three goals—Student Achievement, including all STAAR assessments; third-grade reading; and College, Career, and Military Readiness (CCMR) - all showed improvement.

Trustees also reviewed the 19 key Indicators of Success included in the strategic plan. During the first year of the plan, 16 of the 19 indicators met or exceeded the established goals. Highlights included an 89.1% graduation rate: the District's highest in 24 years. These results contributed to improvement across all four STAAR Domain scores and an overall accountability rating of 77, resulting in a C rating.

The district's newly released CCMR score was also shared. The score of 95%, which will be reflected in next year's accountability ratings, represents another area of improvement.

No action required.

27718 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate on the retroactive hiring of Principal for Burnet Elementary School and Principal for Bonham Middle School); (The Board of Trustees will deliberate the selection of Single Member District – Position 1 Applicants for Interview); Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

Board Vice-President Robert Thayer convened to closed session at 7:37 p.m.

Board Vice-President Robert Thayer reconvened to open session at 7:49 p.m.

27719 **Request for Approval of Retroactive Personnel Recommendation to Hire Principal for Burnet Elementary School**: Moved by Woodall, seconded by Stanley to approve the Retroactive Personnel Recommendation to hire Lety Amalla as the Principal at Burnet Elementary as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27720 **Request for Approval of Retroactive Personnel Recommendation to Hire Principal for Bonham Middle School**: Moved by Hawkins, seconded by Woodall to approve the Retroactive Personnel Recommendation to hire Amanda Bizzell as the Principal at Bonham Middle School as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27721 **Possible Action to Select Single Member District – Position 1 Applicants for Interview**: Moved by Woodall, seconded by Stanley to interview all four applicants who applied for appointment to the currently vacant Position 1 seat as presented.

For: Abalos, Hawkins, Stanley, Thayer, Woodall

Motion unanimously approved.

27722 **Information Items**: The Board of Trustees were provided with the following information items: Financials, Quarterly Donations Informational Report, Purchases Over $100,000 Informational Report, and Routine Personnel Report.

27723 **Closing Remarks by Superintendent**: Ther were no closing remarks.

27724 **Adjournment**: Board Vice-President Robert Thayer adjourned the Board meeting at 7:50 p.m.

_____ _____

Board Vice-President **Board Secretary**
Robert Thayer *Christopher Stanley*



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 8/6/2026 to 9/2/2026

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 61,249,179.26

ECTOR COUNTY ISD
CHECK REGISTER
08/06/2026 - 09/02/2026

DATE	PAYEE		AMOUNT
8/12	CDW-G	$	38,914.56
8/12	COMPUDATA SOLUTIONS LLC		215.98
8/12	INDECO SALES INC		26,736.00
8/12	LAKESHORE LEARNING MATERIALS		125,626.65
8/12	SECURED DOCUMENT SHREDDING INC		152.51
8/12	TRANE U.S. INC.		119,525.57
8/12	UNITED STATES ACADEMIC		2,988.00
8/12	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.		1,837.48
8/12	VESTIS GROUP INC		72.47
8/12	ABSOLUTE FIRE PROTECTION INC		14,774.20
8/12	AMERIPRIDE SERVICES INC.		745.84
8/12	CDW-G		44,853.01
8/12	DEMIDEC RESOURCES		1,270.00
8/12	HENRY SCHEIN INC		35.36
8/12	LAWSON PRODUCTS INC		1,573.12
8/12	MIDLAND SAFETY & HEALTH SALES		11,733.00
8/12	AIM MEDIA TEXAS OPERATING LLC		234.00
8/12	ODESSA WINLECTRIC		6,869.12
8/12	O'REILLY AUTO ENTERPRISES LLC		1,727.92
8/12	MORRIS PRINTING GROUP INC		979.00
8/12	SHERWIN WILLIAMS		322.85
8/12	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS		310.00
8/12	THE BOSWORTH LTD		668.88
8/12	VWR INTERNATIONAL LLC		341.97
8/12	BROADWAY MOTORS INC		2,199.14
8/12	NAPA AUTO PARTS		661.81
8/12	PINNACLE PROPANE LLC		93.98
8/12	MULTICARE PLUS PLLC		2,025.00
8/12	STONE TOWER GRAFIX		1,692.89
8/19	AMERIPRIDE SERVICES INC.		590.01
8/19	AVID CENTER		2,740.00
8/19	CDW-G		358,258.40
8/19	NAPA AUTO PARTS		27.30
8/19	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.		37.22
8/19	ABSOLUTE FIRE PROTECTION INC		9,429.70
8/19	AMERICAN SALES AND SERVICE INC		521.00
8/19	AMERIPRIDE SERVICES INC.		706.26
8/19	ANCO GOLF CARS LLC		60.00
8/19	B-LINE FILTER & SUPPLY INC		36.60
8/19	BUCK'S WHEEL & EQUIPMENT COMPANY		2,856.11
8/19	CDW-G		389,666.90
8/19	AUTOMATIC ICE MACHINE		784.00
8/19	COMPUDATA SOLUTIONS LLC		695.00
8/19	DIAMOND BUSINESS SERVICES INC		1,176.00
8/19	FROG STREET PRESS LLC		45,569.16

8/19	GRAINGER	4,179.60
8/19	NO TEARS LEARNING INC.	5,142.50
8/19	HENRY SCHEIN INC	2,144.93
8/19	HENRY SCHEIN INC	417.37
8/19	THE HON COMPANY LLC C/O OFFICEWISE	3,236.56
8/19	J W PEPPER & SON INC	199.60
8/19	LOU'S CLINICAL LAB INC	4,761.00
8/19	MAKE MUSIC INC	49,954.77
8/19	MANSON WESTERN LLC	1,662.20
8/19	JOHN W GASPARINI INC	525.34
8/19	MIDLAND SAFETY & HEALTH SALES	2,660.00
8/19	MSC INDUSTRIAL SUPPLY CO.	1,806.34
8/19	O'REILLY AUTO ENTERPRISES LLC	978.13
8/19	SHERWIN WILLIAMS	707.29
8/19	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	775.00
8/19	TRANE U.S. INC.	586.28
8/19	TYLER BUSINESS FORMS	1,289.74
8/19	NAPA AUTO PARTS	85.06
8/19	SANTIAGO SALOMON	1,678.70
8/19	STONE TOWER GRAFIX	4,179.00
8/19	DATA RECOGNITION CORPORATION	1,074.00
8/19	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	2,344.98
8/19	SEESAW LEARNING	80,564.00
8/19	WEST TEXAS FILTERS INC	8,792.52
8/19	BEST CHOICE COFFEE SERVICES LLC	321.46
8/19	B E PUBLISHING	4,895.00
8/26	4IMPRINT INC	616.26
8/26	ALL ABOARD AMERICA!	8,332.52
8/26	AMERIPRIDE SERVICES INC.	748.93
8/26	BUCK'S WHEEL & EQUIPMENT COMPANY	1,850.32
8/26	CDW-G	224,137.74
8/26	CENTERS FOR CHILDREN & FAMILIES	2,250.00
8/26	DIAMOND BUSINESS SERVICES INC	17,131.20
8/26	GRAINGER	1,172.50
8/26	J W PEPPER & SON INC	1,317.16
8/26	LAKESHORE LEARNING MATERIALS	718.20
8/26	MIDLAND SAFETY & HEALTH SALES	1,133.00
8/26	MSC INDUSTRIAL SUPPLY CO.	77.52
8/26	O'REILLY AUTO ENTERPRISES LLC	2,288.06
8/26	MORRIS PRINTING GROUP INC	2,340.00
8/26	SECURED DOCUMENT SHREDDING INC	2,788.39
8/26	SHAR PRODUCTS CO	566.85
8/26	SHERWIN WILLIAMS	1,220.19
8/26	TEXAS ASSOCIATION OF SCHOOL	325.00
8/26	PARK PLACE PUBLICATION LP	505.00
8/26	THE BOSWORTH LTD	49,966.31
8/26	THERMO FLUIDS INC	677.76
8/26	TRANE U.S. INC.	3,399.28
8/26	DISCOVERY EDUCATION INC	28,000.00
8/26	NAPA AUTO PARTS	1,072.79
8/26	SANTIAGO SALOMON	12,798.47

8/26	STONE TOWER GRAFIX	6,951.54
8/26	N J MALIN & ASSOCIATES LLC	849.50
8/26	BREAKOUT INC.	1,356.00
8/26	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	925.91
8/26	JOSTENS INC	2,814.50
8/26	SOUTHERN TIRE MART LLC	1,866.00
8/26	SCHOOL SPECIALTY LLC	79.08
8/26	EDPUZZLE INC	3,850.00
8/26	THIS IS LANGUAGE LTD	24,000.00
8/26	VONTOURE LEARNING LLC	2,400.00
9/2	ALERT SERVICES INC	773.00
9/2	AMERICAN SALES AND SERVICE INC	1,558.08
9/2	AMERIPRIDE SERVICES INC.	688.49
9/2	BSN SPORTS INC	4,150.00
9/2	BUCK'S WHEEL & EQUIPMENT COMPANY	8,322.15
9/2	CDW-G	122,664.88
9/2	FIRETROL PROTECTION SYSTEMS INC	1,176.20
9/2	GRAINGER	1,865.44
9/2	NO TEARS LEARNING INC.	1,168.75
9/2	SCHOOL LIFE	1,251.87
9/2	J W PEPPER & SON INC	351.14
9/2	MIDLAND SAFETY & HEALTH SALES	628.00
9/2	ODESSA WINLECTRIC	68.75
9/2	O'REILLY AUTO ENTERPRISES LLC	2,068.56
9/2	SCHOOL DATEBOOKS INC	5,474.38
9/2	SCHOOL NURSE SUPPLY INC	508.50
9/2	SCHOOL OUTFITTERS LLC	1,328.22
9/2	MORRIS PRINTING GROUP INC	2,567.50
9/2	SHERWIN WILLIAMS	1,956.00
9/2	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	175.00
9/2	THE BOSWORTH LTD	11,279.83
9/2	BROADWAY MOTORS INC	380.26
9/2	HTL OPERATING LLC	6,475.00
9/2	NAPA AUTO PARTS	3,650.50
9/2	NAPA AUTO PARTS	736.61
9/2	ASSESSMENT TECHNOLOGIES INSTITUTE LLC	31,889.00
9/2	TRANSMISSION SERVICE & SUPPLY INC	622.19
9/2	SANTIAGO SALOMON	2,156.00
9/2	SELERIX SYSTEMS INC	7,171.50
9/2	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	2,006.95
9/2	SOUTHERN TIRE MART LLC	846.00
9/2	BEST CHOICE RESTAURANTS LLC	568.95
9/2	WEST TEXAS FILTERS INC	18,042.17
9/2	SCHOOL SPECIALTY LLC	369.02
9/2	SCHOOL SPECIALTY LLC	84.56
8/12	ALISHA BUSS HOLGUIN	126.00
8/12	ALLEN TEINERT CONSTRUCTION	533,281.55
8/12	AMAZON CAPITAL SERVICES	97,325.18
8/12	AMAZON CAPITAL SERVICES	955.89
8/12	AMSTAR INC	71,451.77
8/12	AMSTAR INC	78,903.90

8/12	AMSTAR INC	1,027,655.06
8/12	ATKINS HOLLMAN JONES PEACOCK	8,325.00
8/12	BLAIR LAWSON	24.00
8/12	BRIANNA MCDOWELL	19.00
8/12	CARMEN TORIANO	30.17
8/12	CASIE GRANADO	23.00
8/12	CHRIS STANLEY	61.39
8/12	CHRISTINA LORRAINE BUTLER	24.00
8/12	COLLEGE BOARD INSTITUTIONS	400.00
8/12	CULLIGAN WATER CONDITIONING OF WEST TEXAS	447.25
8/12	DEJA MCKNIGHT	500.00
8/12	C/O DELL USA L.P.	31,659.10
8/12	DENISE DELOERA	484.56
8/12	ELEVATE YOUR CLASSROOM	1,200.00
8/12	ELIZABETH AVILA	11.00
8/12	ELSA LAZCANO	139.27
8/12	ERIN LIMON	205.25
8/12	GARDENDALE WATER CO	107.00
8/12	GARDENDALE WATER CO	204.00
8/12	HECTOR LIMON	414.37
8/12	HECTOR LIMON	155.00
8/12	HOME DEPOT USA INC - STORE #562	2,049.00
8/12	IMPACT PROMOTIONAL SERVICES LLC	35,071.51
8/12	JERIMIE HERNANDEZ	43.34
8/12	JUMBURRITO	120.50
8/12	KALIE HALL	16.38
8/12	KAYLEA BROOKS	140.11
8/12	KRISTA M VIVIAN	170.00
8/12	MIKE SYVERSON	1,011.00
8/12	MSB SCHOOL SERVICES LLC	3,333.17
8/12	N-TUNE MUSIC & SOUND INC	23,693.00
8/12	ODESSA COLLEGE	852,786.43
8/12	ODESSA COLLEGE	74,497.00
8/12	ODESSA COLLEGE	75,028.00
8/12	PETROPLEX OFFICE SUPPLY	9,020.00
8/12	REGION 18 EDUCATION SERVICE CENTER	2,200.00
8/12	SENOVIO ORTIZ	129.00
8/12	STEPHANIE CASTILLO	11.00
8/12	TEXAS ACADEMIC DECATHLON FOUNDATION	120.00
8/12	TASB, INC	40.00
8/12	THOMAS GONZALES	97.08
8/12	THOMAS GONZALES	51.91
8/12	THOMAS GONZALES	29.73
8/12	UNIVERSITY OF TEXAS- EL PASO	775.00
8/12	UTPB	6,650.00
8/12	UTPB	8,400.00
8/12	VICTORIA MARTIN	23.00
8/12	806 TECHNOLOGIES INC.	27,000.00
8/12	A-1 EMBROIDERY & SCREEN PRINTING	1,767.55
8/12	ALBERT J VALENCIA	71.78
8/12	AMAZON CAPITAL SERVICES	1,883.43

8/12	ANDREA CARPENTER	21.89
8/12	ANGEL ARMENTA	70.83
8/12	AT&T	132.66
8/12	AT&T MOBILITY	67.39
8/12	ATKINS HOLLMAN JONES PEACOCK	5,868.18
8/12	BATTERIES UNLIMITED WTX LLC	778.50
8/12	BLAKE MCDONALD	29.36
8/12	BLUE STAR BUS SALES LTD	599.59
8/12	BRAUN BEEF & CO INC	22,827.52
8/12	BRAZOS DOOR & HARDWARE	4,850.00
8/12	BRAZOS FOREST PRODUCTS LP	3,250.00
8/12	BRITTANY SWAIM	16.17
8/12	CABLE ONE INC	1,008.26
8/12	CABLE ONE INC	1,008.26
8/12	CABLE ONE INC	1,457.00
8/12	CABLE ONE INC	1,457.00
8/12	CALPINE CORPORATION	91.34
8/12	CHARLES AND LEZIEE CHURCHFIELD	40,702.18
8/12	CHRISTINA DUGAN	18.71
8/12	CITY OF ODESSA WATER DEPT	198,289.24
8/12	CODY DOMINGUEZ	500.00
8/12	CONNIE LYNN DRAGER	15.73
8/12	CULLIGAN WATER CONDITIONING OF WEST TEXAS	124.00
8/12	CUSTOM WHOLESALE SUPPLY INC	358.97
8/12	CYBERSOFT TECHNOLOGIES INC	75,232.50
8/12	DALYLA MIRANDA	300.00
8/12	DANA SAFETY SUPPLY	1,387.76
8/12	DIAMOND MOWERS LLC	6,837.84
8/12	DOMTECH ELECTRICAL AND CONTROLS LLC	31,801.12
8/12	E-CONTROL SYSTEMS, INC.	360.00
8/12	EFREN ZUNIGA	79.68
8/12	EMILY R CHASCO	44.52
8/12	ERIKA NATIVIDAD	102.30
8/12	FERGUSON FACILITIES SUPPLY	362.27
8/12	FIRST FINANCIAL ADMINISTRATORS	811.25
8/12	FIRST FINANCIAL ADMINISTRATORS	1,997.65
8/12	G H DAIRY	4,287.27
8/12	GABRIEL KYLE MANALASTAS	49.81
8/12	G & G INVESTMENTS INC	3,383.63
8/12	GARDENDALE WATER CO	162.00
8/12	GERARDO JIMENEZ	3,877.50
8/12	GILLIAN HERRERA	450.00
8/12	GOLD CREEK FOODS	29,729.28
8/12	GRAINGER	72.93
8/12	GRANDE COMMUNICATIONS NETWORK LLC	1,626.71
8/12	GRANDE COMMUNICATIONS NETWORK LLC	6,719.02
8/12	GRANDE COMMUNICATIONS NETWORK LLC	1,576.58
8/12	GREENWOOD PUBLISHING GROUP LLC	128,514.68
8/12	HELM PROMOTIONS LLC	222.00
8/12	HURT EXTERMINATING	37,159.40
8/12	IMPACT CONSULTANTS INC	4,820.00

8/12	IMPERIAL BAG & PAPER COMPANY LLC	18,317.65
8/12	ISABEL ARRAS-HUERTA	50.32
8/12	JASMIN BELSOM-TORRES	390.00
8/12	JASMINE BUSTAMANTE	55.39
8/12	JOIE SEATON	13.78
8/12	JOSE BENAVIDES	425.00
8/12	JOSE ISACC CARILLO CONTRERAS	900.00
8/12	JOSE ISACC CARILLO CONTRERAS	1,900.00
8/12	JOSE RAPHAEL MASONSONG	101.86
8/12	JTM PROVISIONS COMPANY INC	14,168.00
8/12	JUMBURRITO	162.60
8/12	LABATT FOOD SERVICE	24,513.44
8/12	ACCOUNTS RECEIVABLE TEAM	98,701.96
8/12	LINDA M SUBIA	782.00
8/12	LUNCH MONY INC	167.89
8/12	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	19,128.37
8/12	MARIA ORTIZ	344.44
8/12	MARK JOSHUA G.STODOMINGO	187.63
8/12	MARSH & MCLENNAN COMPANIES INC	71.57
8/12	MARY FRANCO	20.71
8/12	MICHELLE SMITH	19.14
8/12	N-TUNE MUSIC & SOUND INC	50.00
8/12	NAYELI OLIVAREZ	71.85
8/12	NC3 - NATIONAL COALITION OF CERTIFICATION CENTERS	2,333.00
8/12	ODESSA SIGN SOLUTION LLC	37.50
8/12	OLIVIA PORRAS	91.50
8/12	PATHWAYZ COMMUNICATIONS INC	5,523.58
8/12	PENSKE COMMERCIAL VEHICLES US LLC	810.39
8/12	SHANNON D GAYLOR	630.65
8/12	PERRY WEATHER	5,468.23
8/12	PLAY VERSUS INC	15,250.00
8/12	PROJECT LEAD THE WAY INC	3,150.00
8/12	RAY DOMINGUEZ	27.12
8/12	REGION 18 EDUCATION SERVICE CENTER	450.00
8/12	ROBERT WILLS	280.00
8/12	ROBERTS TRUCK CENTER OF TEXAS	921.40
8/12	RONALD PROMESSE	390.00
8/12	RR & E SERVICES LLC	1,050.00
8/12	RUBEN GARCIA	37.27
8/12	SANDY OCHOA	83.81
8/12	SCOTT WALKER	114.61
8/12	THE SEWELL FAMILY OF COMPANIES INC	66.45
8/12	SIMS PLASTIC INC	2,120.21
8/12	STEPHANIE VILLAVICENCIO GARCIA	11.67
8/12	SWEET PIZZA LLC	105.00
8/12	SYSCO USA, INC	5,288.00
8/12	TEACHERS FIRST LLC	59,292.00
8/12	TEXAS DEPARTMENT OF LICENSING AND REGULATION	125.00
8/12	TEXAS LIFE INSURANCE CO	133,611.79
8/12	TEXAS TECH HEALTH SCIENCES CENTER	2,000.00
8/12	THE RON CLARK ACADEMY	539.87

8/12	THEODORE MCDONALD	64.89
8/12	TRISTAN CROWDER	63.15
8/12	TYLER THOMPSON	455.00
8/12	TYSON PREPARED FOOD, INC.	15,573.60
8/12	UNITED REFRIGERATION	10,730.10
8/12	THE UNIVERSITY OF TEXAS AT TYLER	650.00
8/12	VARSITY SPIRIT LLC	1,569.00
8/12	VICTORIA NORENA	21.53
8/12	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	190.00
8/19	A3 COMMUNICATIONS INC	125,260.40
8/19	ALLEN TEINERT CONSTRUCTION	25,366.20
8/19	AMAZON CAPITAL SERVICES	3,264.86
8/19	ANNIE ARREDONDO	38.49
8/19	BRITTANY SWAIM	15.15
8/19	CHRISTINA DUGAN	29.58
8/19	COMMAND COMMISSIONING LLC	520.00
8/19	ELIZABETH GRAY	79.30
8/19	TOYS FOR SPECIAL CHILDREN, INC	1,967.19
8/19	IMPERIAL BAG & PAPER COMPANY LLC	400.00
8/19	JANA NORMAN	590.97
8/19	KYRSTEN NALL	478.47
8/19	MASBA	1,075.00
8/19	N-TUNE MUSIC & SOUND INC	32.97
8/19	NATIONAL STUDENT CLEARINGHOUSE	2,975.00
8/19	ODESSA COLLEGE	1,902.50
8/19	PARKHILL, SMITH & COOPER, INC.	50,411.22
8/19	PARKHILL, SMITH & COOPER, INC.	6,094.31
8/19	PBK ARCHITECTS, INC	45,000.00
8/19	PBK ARCHITECTS, INC	101,250.00
8/19	PBK ARCHITECTS, INC	138,120.30
8/19	SANDRA VALDERAZ	23.00
8/19	THE PITNEY BOWES	8,924.51
8/19	THELMA CHAPA	222.70
8/19	THOMAS GONZALES	111.35
8/19	VALERIE HELITON	37.05
8/19	VERIZON WIRELESS SERVICES LLC	3,502.47
8/19	VICTORIA NORENA	9.93
8/19	11400 LLC	775.00
8/19	304 HOTEL OPERATING LLC	1,931.04
8/19	ACCELERATION ACADEMIES	39,061.00
8/19	AIR TUTORS LLC	1,800.00
8/19	ALAN WILLIAMS	55.62
8/19	AMARILIS VELEZ ORTIZ	78.43
8/19	AMAZON CAPITAL SERVICES	20,530.77
8/19	ANTHONY JOEL SOROLA	515.28
8/19	ATHLETIC SUPPLY INC	1,052.89
8/19	ATMOS ENERGY	6,908.02
8/19	ATMOS ENERGY	43.34
8/19	BEVCAP MANAGEMENT LLC	142,994.79
8/19	BEVCAP MANAGEMENT LLC	143,351.71
8/19	BIG BEND TELECOM LTD	4,902.52

8/19	BIMBO BAKERIES USA	3,712.54
8/19	BLUE STAR BUS SALES LTD	212.66
8/19	BRAZOS DOOR & HARDWARE	962.00
8/19	CALPINE CORPORATION	130,609.13
8/19	CASA ORTIZ RESTAURANT & CATERING LLC	895.52
8/19	CASHWAY WEST, INC.	51.97
8/19	CHESS.COM LLC	9,012.50
8/19	CHRISTINA SIFUENTEZ	13.49
8/19	COCA-COLA SOUTHWEST BEVERAGES LLC	482.00
8/19	CODY DOMINGUEZ	450.00
8/19	CROSSROADS FELLOWSHIP GLOBAL, INC.	20,675.00
8/19	CULLIGAN WATER CONDITIONING OF WEST TEXAS	168.54
8/19	CUSTOM WHOLESALE SUPPLY INC	1,873.74
8/19	DISCOUNT SCHOOL SUPPLY	80.48
8/19	ECTOR COUNTY UTILITY DISTRICT	9,017.99
8/19	EDUCATION ADVANCED INC.	63,623.07
8/19	EDUPHORIA INCORPORATED	55,720.00
8/19	ELUMA LLC	66,937.50
8/19	EVERWAY HOLDCO LLC	94,696.25
8/19	FERGUSON FACILITIES SUPPLY	1,332.32
8/19	FROZEN BAKERY ACQUISITION LLC	27,253.80
8/19	G H DAIRY	32,428.11
8/19	G T DISTRIBUTORS INC	5,011.60
8/19	G & G INVESTMENTS INC	3,171.42
8/19	GEORGE F GOMEZ	3,000.00
8/19	GERARDO JIMENEZ	6,837.50
8/19	GILLIAN HERRERA	400.00
8/19	GRAINGER	10,002.85
8/19	GREENWOOD PUBLISHING GROUP LLC	101,200.00
8/19	HILL COUNTRY DOG CENTER LLC	4,000.00
8/19	HIRAM DE LA ROSA	732.42
8/19	HOME DEPOT USA INC - STORE #562	1,461.01
8/19	HOME DEPOT USA INC - STORE #562	608.48
8/19	HOME DEPOT USA INC - STORE #562	374.01
8/19	HOME DEPOT USA INC - STORE #562	212.88
8/19	TINA GREGG	250.00
8/19	HUMBERTO HERNANDEZ JR	53,749.70
8/19	IMPERIAL BAG & PAPER COMPANY LLC	115,882.57
8/19	JAMI LYN GATEWOOD	29.12
8/19	JASMIN BELSOM-TORRES	300.00
8/19	JESSE FLORES	271.71
8/19	JONAS ANZURES	329.00
8/19	JTM PROVISIONS COMPANY INC	15,489.60
8/19	K. B. SAFE & LOCK CO	84.00
8/19	KATELYN WATTS	250.00
8/19	KLEMENT DISTRIBUTION INC	10,221.32
8/19	LABATT FOOD SERVICE	132,888.21
8/19	LABATT FOOD SERVICE	4,067.12
8/19	LEAD4WARD LLC	1,000.00
8/19	LEXIPOL LLC	20,883.74
8/19	LONE STAR LEARNING	186,950.00

8/19	LUNCH MONY INC	2,880.18
8/19	MABEL GUTIERREZ	19.50
8/19	MARGARET EDWARDS	23.13
8/19	MATTHEW SPIVY	515.28
8/19	MICHAEL HAWLEY	1,764.94
8/19	MICHAEL PEREZ	271.71
8/19	MICHELLE MADRID	13.99
8/19	MIKE SYVERSON	935.50
8/19	MIRIAM NAVARRETE RAMIREZ	36.48
8/19	NEXT LEVEL SCHOOLS LLC	9,500.00
8/19	NIMBUS DRINKING WATER SYSTEMS LTD	186.00
8/19	ODESSA COLLEGE	1,000.00
8/19	ODESSA FAMILY YMCA	51,544.00
8/19	ODP BUSINESS SOLUTIONS LLC	31.44
8/19	SEWCO INC	5,158.71
8/19	JEFFREY LUNA	6,000.00
8/19	PARTS TOWN, LLC	2,060.32
8/19	PENSKE COMMERCIAL VEHICLES US LLC	1,772.20
8/19	SHANNON D GAYLOR	215.11
8/19	PERMIAN MOVERS, INC.	708.50
8/19	PETRA ELISA GONZALEZ	184.00
8/19	PRECISION BUSINESS MACHINES INC	895.00
8/19	REGION 18 EDUCATION SERVICE CENTER	1,460.00
8/19	RESPONSIVE LEARNING LP	36,630.00
8/19	ROBIN FAWCETT	749.68
8/19	RODRIGUEZ DRYWALL & PAINT CO	14,500.00
8/19	RONALD PROMESSE	300.00
8/19	SARAH RODRIQUEZ	21.46
8/19	THE SEWELL FAMILY OF COMPANIES INC	476.25
8/19	SIMS PLASTIC INC	630.80
8/19	SONIA ROCHA	69.01
8/19	SYSCO USA, INC	17,094.72
8/19	TARA WILSON	2,000.00
8/19	TERESA GRAHAM	600.00
8/19	TEXAS ACADEMIC DECATHLON FOUNDATION	1,500.00
8/19	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	198.00
8/19	TEXAS ASSOCIATION OF SCHOOL BOARDS	100.00
8/19	TASB, INC	100.00
8/19	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	549.00
8/19	TEXAS DEPARTMENT OF LICENSING AND REGULATION	180.00
8/19	TODD NICHOLAS FOX	12,535.00
8/19	TODD NICHOLAS FOX	11,222.00
8/19	TODD NICHOLAS FOX	2,955.10
8/19	TYLER THOMPSON	350.00
8/19	TYSON PREPARED FOOD, INC.	9,511.68
8/19	UNITED REFRIGERATION	4,677.68
8/19	VERIZON WIRELESS SERVICES LLC	336.13
8/19	VERIZON WIRELESS SERVICES LLC	2,993.94
8/19	VERIZON WIRELESS SERVICES LLC	151.96
8/19	VERIZON WIRELESS SERVICES LLC	341.91
8/19	VERIZON WIRELESS SERVICES LLC	462.76

8/19	VERIZON WIRELESS SERVICES LLC	75.98
8/19	VERNIER SOFTWARE & TECHNOLOGY	30,000.00
8/19	VIKTORIA R HENDERSON	38.93
8/19	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	1,467.76
8/19	ZAPOPAN BUSINESS GROUP LLC	2,698.70
8/25	SWEETWATER SOUND LLC	8,945.00
8/26	AIRGAS USA LLC	378.33
8/26	ALEC WATSON	320.00
8/26	AMARILIS VELEZ ORTIZ	679.15
8/26	AMAZON CAPITAL SERVICES	44,042.15
8/26	AMAZON CAPITAL SERVICES	935.42
8/26	APRIL VALENZUELA	500.00
8/26	AT&T	9,753.38
8/26	AT&T LONG DISTANCE	25.41
8/26	ATHLETIC SUPPLY INC	6,351.11
8/26	ATKINS HOLLMAN JONES PEACOCK	14,674.96
8/26	BIG DADDY'S	700.00
8/26	BIGSPEAK INC	15,000.00
8/26	BIMBO BAKERIES USA	4,071.38
8/26	BLUE STAR BUS SALES LTD	869.20
8/26	BOOKBINDING & LAMINATING INC	399.00
8/26	BRAZOS DOOR & HARDWARE	867.00
8/26	CASEY GREGORY	500.00
8/26	CASHWAY WEST, INC.	43.57
8/26	CENTRAL NATIONAL GOTTESMAN INC	2,213.60
8/26	CHARLES OLIVIER	1,500.00
8/26	CHRISTOPHER SOTO	500.00
8/26	CITY OF ODESSA	400.00
8/26	CITY OF ODESSA	7,644.34
8/26	COCA-COLA SOUTHWEST BEVERAGES LLC	1,804.75
8/26	CODY GULLETT	55.75
8/26	CONNECTHUB.IO LLC	1,188.00
8/26	CONSOLIDATED ELECTRICAL DISTRIBUTORS	2,207.20
8/26	CONTROL TECHNOLOGIES INC	2,312.50
8/26	CREATIUM INC	5,000.00
8/26	CROSSROADS FELLOWSHIP GLOBAL, INC.	1,775.00
8/26	CULLIGAN WATER CONDITIONING OF WEST TEXAS	50.00
8/26	CURRICULUM ASSOCIATES INC	230,698.12
8/26	DARREN POOL	153.50
8/26	DASH EDUCATION SOLUTIONS LLC	1,742.50
8/26	DELMA ABALOS	1,536.74
8/26	EDUPROJECT ELL LLC	26,783.00
8/26	ELSA ENRIQUEZ	32.55
8/26	ESGI, LLC	2,730.00
8/26	EXPLOROS INC	103,838.00
8/26	FIRST FINANCIAL ADMINISTRATORS	43,612.91
8/26	FIRST FINANCIAL ADMINISTRATORS	130.00
8/26	G H DAIRY	33,772.41
8/26	GARDENDALE WATER CO	138.00
8/26	GEORGE F GOMEZ	3,000.00
8/26	GOLD CREEK FOODS	24,084.48

8/26	GRANDE COMMUNICATIONS NETWORK LLC	1,641.71
8/26	GRANDE COMMUNICATIONS NETWORK LLC	6,719.22
8/26	GRANDE COMMUNICATIONS NETWORK LLC	1,591.58
8/26	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	1,195.10
8/26	HOME DEPOT USA INC - STORE #562	6,097.81
8/26	HOME DEPOT USA INC - STORE #562	4,173.54
8/26	HOME DEPOT USA INC - STORE #562	590.08
8/26	HUGHES SERVICES FLOORING, LP	962.00
8/26	IMAGINE LEARNING LLC	344,575.00
8/26	IMPERIAL BAG & PAPER COMPANY LLC	15,070.90
8/26	INES CORRAL	22,500.00
8/26	JAMIE ANDERSON	23.78
8/26	JLG PR CONSULTING LLC	2,300.00
8/26	JODI FERNANDEZ	1,840.15
8/26	JOSE L DIAZ	1,510.00
8/26	JUMBURRITO	747.65
8/26	K. B. SAFE & LOCK CO	675.00
8/26	KLEMENT DISTRIBUTION INC	314.71
8/26	LABATT FOOD SERVICE	68,608.88
8/26	LAUREN TAVAREZ	22.86
8/26	LEAD4WARD LLC	10,500.00
8/26	LETKEMAN INDUSTRIES INC	35,072.00
8/26	LIVESCHOOL INC	1,960.00
8/26	LUNCH MONY INC	1,007.75
8/26	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	21,969.40
8/26	MARIBEL HERNANDEZ	452.50
8/26	MARK HARRIS HJ INC	969.46
8/26	MARSH & MCLENNAN COMPANIES INC	100.00
8/26	MICAELA ORNELAS OLIVAS	1,401.73
8/26	MICHAEL HAMILTON	1,500.00
8/26	MIGHTY WASH OPERATIONS LLC	1,250.00
8/26	MULTI-HEALTH SYSTEMS INC	108,000.00
8/26	MUSIC SALES DIGITAL SERVICES LLC	9,375.00
8/26	NETSYNC NETWORK SOLUTIONS	1,782.48
8/26	NEXTGEN SECURITY	3,665.00
8/26	NOTABLE INC	58,692.16
8/26	NOTARY PUBLIC UNDERWRITERS AGENCY OF TEXAS	174.95
8/26	ODESSA SIGN SOLUTION LLC	75.00
8/26	SEWCO INC	6,917.58
8/26	JACKLYNN GARCIA	120.00
8/26	SABRINA RIVERA	88.00
8/26	YOLANDA VASQUEZ	100.00
8/26	PARTS TOWN, LLC	269.16
8/26	PERMIAN BASIN COUNSELING ASSOCIATION	325.00
8/26	PENSKE COMMERCIAL VEHICLES US LLC	2,626.44
8/26	SHANNON D GAYLOR	657.97
8/26	PETROPLEX OFFICE SUPPLY	834.96
8/26	PRECISION BUSINESS MACHINES INC	1,362.42
8/26	ROBERTS TRUCK CENTER OF TEXAS	3,170.07
8/26	RODRIGUEZ DRYWALL & PAINT CO	325,000.00
8/26	ROSHELL D CAUFIELD	1,600.00

8/26	RUSSELL D. KING	9,103.00
8/26	THE SEWELL FAMILY OR COMPANIES INC	58.81
8/26	STEMARCO DESIGN LLC	361.45
8/26	STEMARCO DESIGN LLC	215.10
8/26	STEVE GOFF PHOTOGRAPHY	325.00
8/26	STS BRAND LLC	328.45
8/26	SUMMIT K12 HOLDING INC	6,385.00
8/26	KIRSTEN DANIELLE YBARRA	850.00
8/26	TARPLEY MUSIC COMPANY	4,000.00
8/26	TEXAS ACADEMIC DECATHLON FOUNDATION	1,500.00
8/26	TEXAS ASSOCATION OF SCHOOL BOARDS	2,500.00
8/26	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	3,124.00
8/26	TEXAS FINE ARTS ADMINISTRATORS, INC	75.00
8/26	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	16,000.00
8/26	THE RON CLARK ACADEMY	2,600.00
8/26	THE SCIENCE PENGUIN INC	1,349.00
8/26	TODD NICHOLAS FOX	18,446.85
8/26	TODD NICHOLAS FOX	15,788.25
8/26	TROPHY DEN	132.00
8/26	UNITED SUPERMARKET LLC	1,473.40
8/26	UNITED SUPERMARKET LLC	1,633.40
8/26	UNIVERSITY OF TEXAS- EL PASO	665.00
8/26	VALERIA MARTINEZ	120.00
8/26	VALERIE HELITON	17.98
8/26	VITAL SIGNS DOT DESIGN LLC	88.69
8/26	WATSON TRUCK & SUPPLY	166.20
8/26	ZAPOPAN BUSINESS GROUP LLC	2,339.10
8/26	WORTHINGTON DIRECT INC	5,834.65
8/28	STATE OF NEW MEXICO	300.00
8/28	WEST TEXAS EDUCATORS	165,964.65
9/2	2W INTERNATIONAL LLC	3,500.00
9/2	A3 COMMUNICATIONS INC	8,019.17
9/2	ANGEL ORTIZ	6,000.00
9/2	ABIGAIL MOLINAR	123.95
9/2	ALBESSA CHAVEZ	903.94
9/2	ALLEN TEINERT CONSTRUCTION	162,230.55
9/2	ALLEN TEINERT CONSTRUCTION	77,813.52
9/2	AMAZON CAPITAL SERVICES	118,030.21
9/2	AMAZON CAPITAL SERVICES	16,186.27
9/2	AMAZON CAPITAL SERVICES	1,270.54
9/2	AMERICAN FAMILY LIFE & CANCER	6.00
9/2	AMSTAR INC	2,029,430.05
9/2	AMSTAR INC	75,672.21
9/2	AMY PRICE	23.18
9/2	ASSOCIATION OF TEXAS	9.90
9/2	ATHLETIC SUPPLY INC	802.00
9/2	ATHLETIC SUPPLY INC	44,868.50
9/2	BIMBO BAKERIES USA	6,515.03
9/2	DICK BLICK COMPANY	924.11
9/2	BLUE STAR BUS SALES LTD	512.12
9/2	BRIA MAXEY	50.46

9/2	CALPINE CORPORATION	198,306.01
9/2	CARDIO PARTNERS INC	587.97
9/2	CHERYL HINESLY	63.61
9/2	NBCEC INC	384.90
9/2	CITY OF ODESSA WATER DEPT	239,788.76
9/2	CLEARBROOK FARMS INC	26,880.00
9/2	COMPTROLLER OF PUBLIC ACCOUNTS	535.00
9/2	CONNIE LYNN DRAGER	40.13
9/2	CRAIG A FREIBURGER	656.80
9/2	CULLIGAN WATER CONDITIONING OF WEST TEXAS	234.00
9/2	CURRICULUM ASSOCIATES INC	127,828.50
9/2	CUSTOM WHOLESALE SUPPLY INC	1,399.30
9/2	DALE'S ALIGNMENT & BRAKE SERVICE INC	120.00
9/2	DAVID STAVA	725.00
9/2	DOMTECH ELECTRICAL AND CONTROLS LLC	8,054.00
9/2	DORIANA WAUGH	27.13
9/2	ELISEO GOMEZ	38.46
9/2	ELIZABETH GRAY	20.06
9/2	EWELL EDUCATIONAL SERVICES, INC.	670.00
9/2	FIRST FINANCIAL ADMINISTRATORS	26,333.39
9/2	FIRST FINANCIAL ADMINISTRATORS	11,755.00
9/2	FIRST FINANCIAL ADMINISTRATORS	69,441.43
9/2	FIRST FINANCIAL ADMINISTRATORS	2,625.00
9/2	FIRST FINANCIAL ADMINISTRATORS	14,529.50
9/2	FIRST FINANCIAL ADMINISTRATORS	6,325.47
9/2	FIRST FINANCIAL ADMINISTRATORS	4,454.16
9/2	FIRST FINANCIAL ADMINISTRATORS	5,899.09
9/2	FIRST FINANCIAL ADMINISTRATORS	4,310.00
9/2	FIRST FINANCIAL ADMINISTRATORS	5,171.88
9/2	FIRST FINANCIAL ADMINISTRATORS	58,435.76
9/2	FIRST FINANCIAL ADMINISTRATORS	24,570.77
9/2	FIRST FINANCIAL ADMINISTRATORS	116,892.96
9/2	FRANCESCA FLORANCE	19.53
9/2	FROZEN BAKERY ACQUISITION LLC	67,211.10
9/2	G H DAIRY	36,907.53
9/2	GALLAGHER CONSTRUCTION COMPANY LP	135,000.00
9/2	G & G INVESTMENTS INC	12,552.20
9/2	GARDENDALE WATER CO	189.00
9/2	GERARDO JIMENEZ	6,152.50
9/2	GOPHER SPORT	410.86
9/2	GREENWOOD PUBLISHING GROUP LLC	65,520.00
9/2	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	931.50
9/2	HAYDEE G. DAVILA	75.70
9/2	HEALTH SERVICES ADMINISTRATION	23,442.18
9/2	HECTOR LIMON	168.04
9/2	HENTHORN COMMERCIAL CONSTRUCTION LLC	168,524.63
9/2	HOME DEPOT USA INC - STORE #562	3,264.46
9/2	HORTENCIA DEL BOSQUE	108.07
9/2	HURT EXTERMINATING	13,825.00
9/2	RITCHIE VINCENT INC	185.00
9/2	IMPACT PROMOTIONAL SERVICES LLC	550.94

9/2	IMPERIAL BAG & PAPER COMPANY LLC	38,047.38
9/2	INTERACTIVE HEALTH TECHNOLOGIES LLC	3,960.00
9/2	JASMIN BELSOM-TORRES	500.00
9/2	JNT RESOURCES PARTNERS, LP	1,818.17
9/2	JNT RESOURCES PARTNERS, LP	205.35
9/2	JNT RESOURCES PARTNERS LP	31,010.99
9/2	JOSE ISACC CARILLO CONTRERAS	1,600.00
9/2	JOY PRODUCTS OF CALIFORNIA INC	8,956.80
9/2	JULIA CARRASCO	55.56
9/2	KRONOS INC.	8,923.20
9/2	LABATT FOOD SERVICE	59,767.40
9/2	LEE CONSTRUCTION & MAINTENANCE COMPANY	937,079.73
9/2	LEE CONSTRUCTION & MAINTENANCE COMPANY	547,551.67
9/2	LESLIE HANKINS	61.64
9/2	LIGHTS ON SOLUTIONS LLC	183,963.32
9/2	LUNCH MONY INC	267.48
9/2	MANEUVERING THE MIDDLE LLC	2,190.00
9/2	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	22,240.00
9/2	MID-TEX OF MIDLAND INC	153,117.00
9/2	MIKE SYVERSON	2,192.00
9/2	NATIONAL FOOD GROUP INC	15,887.20
9/2	NETSYNC NETWORK SOLUTIONS	30,113.50
9/2	NEXTGEN SECURITY	47,127.44
9/2	NIMBUS DRINKING WATER SYSTEMS LTD	74.00
9/2	ODP BUSINESS SOLUTIONS LLC	140.58
9/2	SEWCO INC	14,829.20
9/2	SABRINA RIVERA	88.00
9/2	OTICON INC	835.99
9/2	PARAMOUNT PEST SERVICES LLC	17,058.00
9/2	PARKHILL, SMITH & COOPER, INC.	44,730.15
9/2	PBK ARCHITECTS, INC	76,300.00
9/2	PENSKE COMMERCIAL VEHICLES US LLC	975.69
9/2	PERFECTION LEARNING CORPORATION	9,209.20
9/2	PERMIAN MOVERS, INC.	160.00
9/2	PETRA ELISA GONZALEZ	23.00
9/2	PSI JF PETROLEUM GROUP	518.82
9/2	PETROPLEX OFFICE SUPPLY	62,649.75
9/2	PIRAINO CONSULTING, INC	171,597.60
9/2	REGION 18 EDUCATION SERVICE CENTER	42,000.00
9/2	RONALD PROMESSE	600.00
9/2	ROSAS CAFE & TORTILLA FACTORY LTD	317.15
9/2	SANDY OCHOA	39.90
9/2	SIMS PLASTIC INC	1,848.66
9/2	STEMARCO DESIGN LLC	84.65
9/2	STEPHEN TROUB	400.00
9/2	STRIVE PUBLIC POLICY RESOURCES LLC	2,300.00
9/2	STROBEL EDUCATION	6,500.00
9/2	SUMMIT K12 HOLDING INC	311,555.00
9/2	SYN-TECH SYSTEMS INC	1,275.00
9/2	SYSCO USA, INC	23,767.04
9/2	TARPLEY MUSIC COMPANY	864.00

9/2	TERRACON CONSULTANTS INC		53,150.63
9/2	TEXAS A&M UNIVERSITY		1,000.00
9/2	TEXAS ACADEMIC DECATHLON FOUNDATION		1,500.00
9/2	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED		336.00
9/2	TASB, INC		3,075.00
9/2	TEXAS DEPARTMENT OF INFORMATION RESOURCES		395.48
9/2	TEXAS FINE ARTS ADMINISTRATORS, INC		75.00
9/2	TEXAS STATE TEACHERS ASSOCIATION		32,690.38
9/2	THE CINCINNATI LIFE INS. CO		160.01
9/2	THE LITTLE SIGN COMPANY INC		465.00
9/2	THE SCIENCE PENGUIN INC		1,599.00
9/2	THOMPSON & HORTON LLP		1,275.00
9/2	THOMPSON & HORTON LLP		2,125.00
9/2	TRANE U.S. INC.		415,471.92
9/2	TROPHY DEN		431.10
9/2	TYLER TECHNOLOGIES INC		121,243.83
9/2	TYSON PREPARED FOOD, INC.		7,108.64
9/2	UNITED SUPERMARKET LLC		794.05
9/2	THE UNIVERSITY OF TEXAS AT AUSTIN		5,000.00
9/2	UNIVERSITY OF TX-PERMIAN BASIN		1,000.00
9/2	UNIVERSITY OF TX-PERMIAN BASIN		500.00
9/2	US FOODS, INC.		2,152.00
9/2	VANESSA CASTILLO		5,600.00
9/2	VERIZON WIRELESS SERVICES LLC		7,033.80
9/2	WEIDNER & PHILLIPS LTD BY F & B OPERATORS		190.00
9/2	ZAPOPAN BUSINESS GROUP LLC		7,631.95
9/2	WR CONSTRUCTION INC		278,566.13
8/6	BLUE CROSS BLUE SHIELD TEXAS		332,886.21
8/6	BLUE CROSS BLUE SHIELD TEXAS		134,988.12
8/6	UTPB		398,876.00
8/10	LUCYRX HEALTH SOLUTIONS, INC		248,286.74
8/13	BLUE CROSS BLUE SHIELD TEXAS		1,446,287.75
8/11	UMB BANK N.A.		826,898.25
8/11	UMB BANK N.A.		1,385,000.00
8/11	UMB BANK N.A.		18,785,700.00
8/11	UMB BANK N.A.		1,990,900.00
8/11	UMB BANK N.A.		16,736,900.00
8/17	AETNA LIFE INSURANCE COMPANY		997.96
8/24	LUCYRX HEALTH SOLUTIONS, INC		261,223.53
8/20	UTPB		398,876.00
8/24	AETNA LIFE INSURANCE COMPANY	$	23,843.75
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT		749
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$	61,249,179.26



REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER $10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than $10,000.

Amount	Fund	From	Description
$13,500	199	Diamondback Energy	Keynote speaker & supplies for the GT Super Saturday Event and t-shirts & supplies for Chess Tournament

_____ _____

Board Approval Date

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES
CDC (EXHIBIT) A (Reg)

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

Donation # 534
Campus: 881 - Advanced Academic Services
Principal/Non-Campus Administrator: Elizabeth Gray
Name of Donor: Diamondback Energy
Email/Phone of Donor: AColquitt@diamondbackenergy.com
Donor Mailing Address: 500 W. Texas Avenue, Midland, TX 79701
Donation Description: GT Super Saturday and Chess for Champs Tournament Events
Type of Donation: Check
Value*: 13500
*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.
Purpose of Donation: The funds will be used to pay for parts of the GT Super Saturday Community Conference Event and also for the annual Chess for Champs Tournament.
Item/Service: Keynote Speaker at the GT Super Saturday, as well as various other costs of the materials and supplies for the GT Super Saturday Event, and T-shirts and supplies for the Chess Tournament.
Purpose of Purchase: The Keynote speaker is the highlight of the event and draws in parents, teachers, and community members from Odessa and the surrounding communities. The T-shirts at the tournament provide a safety feature for keeping students visible, organized, and secure at the event due to the high number of participants ranging in grades 3-12.

Approver	Response	Date	Comment
Lynda Inman	Approve	9/03/2026 4:15 PM	NA
Keeley Boyer	Approve	9/03/2026 4:25 PM	NA
Albessa Chavez	Approve	9/03/2026 4:58 PM	Approved
Elizabeth Gray	Approve	9/03/2026 10:05 PM	Approved
Regina Saenz	Approve	9/08/2026 2:58 PM	199
Morgan Eaton	Approve	9/08/2026 3:00 PM	NA
Nidia Soriano	Approve	9/08/2026 3:40 PM	NA

ECISD Donation Budget Template

Name of Donor or Donation: Diamondback Energy

Donation Total: $13,500

Item Description	Quantity	Cost per Unit	Total
ECISD GT Super Saturday Keynote	1	$10,000	10,000
ECISD Chess For Champs Tournament Tshirt Order	1	$3,500	$3,500
		Grand Total:	**13,500**

REQUEST FOR APPROVAL OF RECOMMENDATIONS OF LIBRARY MATERIALS

SB 13, enacted by the 89th Texas Legislature, introduces additional requirements regarding a school district's procedures for procuring library materials and/or accepting donations of books intended for a campus library.

The materials referenced have been thoroughly reviewed to ensure compliance with the Texas State Library and Archives Commission School Library Programs: Standards and Guidelines for Texas, as well as all requirements specified in EFB (LEGAL).

This list has been available to the public for 30 days before the Board voted to accept the titles that were donated or requested for procurement in accordance with legal requirements.

The Digital Learning Department requests approval of the list of recommended library materials.

Book Title	Author/ISBN
Review for September 2026 Board Meeting	
The 250th anniversary of the United States of America encyclopedia	Bennett, L
Aliens Love Underpants	Freedman, Claire
La amistad de acuerdo a Humphrey	Birney, Betty G
Barkley	Miles, Ellen
Bath time for the Crayons	Daywalt, Drew
A bear, a man, and a donut van	Bernstrom, Daniel
Beep bop boop!	Long, Ethan
The big mess and other stories	Pizzoli, Greg
Big Rig Pig	Tattersfield, Claire
Bingo	Miles, Ellen
Biscuit rides the ferry	Capucilli, Alyssa Satin
Bunny in disguise	Platt, Cynthia
Cat got a lot	Henry, Steve
Contar de 7 en 7	Sloan, Holly Goldberg
Donut	Miles, Ellen
Europa	Ponti, James
Fenway and the great escape	Coe, Victoria J
Fenway and the loudmouth bird	Coe, Victoria J
Fenway y Hattie	Coe, Victoria J
Fright Club	Long, Ethan
I like Jack Russell terriers!	Bozzo, Linda
Lily	Miles, Ellen
Live and let swim	O'Hara, Mo
Lola	Miles, Ellen
Poultrygeist	Geron, Eric
Pumpkin soup	Cooper, Helen
La Robot Salvaje En La Isla / the Wild Robot on the Island	Brown, Peter
A royal conundrum	Yee, Lisa
Stop that mop!	Fenske, Jonathan
The tunneler tunnels in the tunnel	Rex, Michael
Where only storms grow	Colman, Alyssa
Wordy birdy	Sauer, Tammi
The Animal Rescue Agency: Pangolin Pop Star	Elit Schrefer
The Impossible Mountain	David Soman

REQUEST FOR APPROVAL OF AMENDED RESOLUTIONS FOR POLICE GRANTS FROM THE OFFICE OF THE GOVERNOR

ECISD is requesting approval to amend resolutions for three grants from the Office of the Governor to support the ECISD Police Department.

The following grant resolutions will be amended with updated grant titles, grant numbers, authorized official, and financial officer:

- ST/CP - ECISD Homeland Security Project
- FY 2027 ECISD Vehicle Cameras Grant Program
- ECISD Active Attack Response Equipment for Schools

Administration Recommendation:

Approval to amend resolutions of the above grants to the Office of the Governor on behalf of the ECISD Police Department.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

WHEREAS, The Ector County Independent School District Board of Trustees finds it in the best interest of the citizens of Ector County, Texas that the FY 2027 ECISD Vehicle Cameras Grant Program (grant# 5349202) be operated for the 2026-27 school year and

WHEREAS The Ector County Independent School District Board of Trustee agrees to provide applicable matching funds for the said project as required by the Office of the Governor, Public Safety Office grant application and

WHEREAS, Ector County Independent School District Board of Trustees agrees that in the event of loss or misuse of the Office of the Governor funds, The Ector County Independent School District Board of Trustees assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Ector County Independent School District Board of Trustees designates Albessa Chavez, Chief Financial Officer, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency and

WHEREAS, Ector County Independent School District Board of Trustees designates Morgan Eaton, Director of Accounting & Finance, as the grantee's financial officer. The Financial Officer is given the power to submit financial and/or performance reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Ector County Independent School District Board of Trustees approves submission and operation of the grant application for the FY 2027 ECISD Vehicle Cameras Grant Program to the Office of the Governor.

PASSED, APPROVED, AND ADOPTED this _____ day of _____, 2026.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By _____
President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

WHEREAS, The Ector County Independent School District Board of Trustees finds it in the best interest of the citizens of Ector County, Texas that the ST/CP - ECISD Homeland Security Project (grant # 5353701) be operated for the 2026-27 school year and

WHEREAS The Ector County Independent School District Board of Trustee agrees to provide applicable matching funds for the said project as required by the Office of the Governor, Public Safety Office grant application and

WHEREAS, Ector County Independent School District Board of Trustees agrees that in the event of loss or misuse of the Office of the Governor funds, The Ector County Independent School District Board of Trustees assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Ector County Independent School District Board of Trustees designates Albessa Chavez, Chief Financial Officer, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency and

WHEREAS, Ector County Independent School District Board of Trustees designates Morgan Eaton, Director of Accounting & Finance, as the grantee's financial officer. The Financial Officer is given the power to submit financial and/or performance reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Ector County Independent School District Board of Trustees approves submission and operation of the grant application for the ST/CP - ECISD Homeland Security Project to the Office of the Governor.

PASSED, APPROVED, AND ADOPTED this _____ day of _____, 2026.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By _____
President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

WHEREAS, The Ector County Independent School District Board of Trustees finds it in the best interest of the citizens of Ector County, Texas that the ECISD Active Attack Response Equipment for Schools (grant# 5684901) be operated for the 2026-27 school year and

WHEREAS The Ector County Independent School District Board of Trustee agrees to provide applicable matching funds for the said project as required by the Office of the Governor, Public Safety Office grant application and

WHEREAS, Ector County Independent School District Board of Trustees agrees that in the event of loss or misuse of the Office of the Governor funds, The Ector County Independent School District Board of Trustees assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Ector County Independent School District Board of Trustees designates Albessa Chavez, Chief Financial Officer, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency and

WHEREAS, Ector County Independent School District Board of Trustees designates Morgan Eaton, Director of Accounting & Finance, as the grantee's financial officer. The Financial Officer is given the power to submit financial and/or performance reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Ector County Independent School District Board of Trustees approves submission and operation of the grant application for the ECISD Active Attack Response Equipment for Schools to the Office of the Governor.

PASSED, APPROVED, AND ADOPTED this _____ day of _____, 2026.

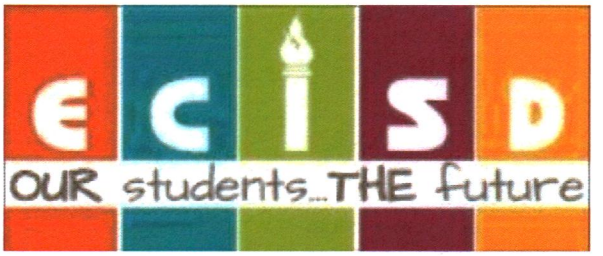
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By _____
President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees



REQUEST FOR APPROVAL INITIAL MEMORANDUM OF UNDERSTANDING WITH GRAND CANYON UNIVERSITY FOR PREPARING AND RETAINING EDUCATORS THROUGH PARTNERSHIP GROW YOUR OWN (PREP GYO) PROGRAM

This is an initial approval of the Memorandum of Understanding with Grand Canyon University for the PREP Allotment Grow Your Own Program. The PREP allotment provides direct funding and support for up to forty (40) apprentices to obtain their Bachelor's Degree in Education and necessary teaching certifications.

PREP Grow Your Own Memorandum of Understanding: 2026-2027

This Memorandum of Understanding ("Agreement") is entered into on August 1, 2026 between Ector County ISD (hereinafter "School System") and Grand Canyon University, Institution of Higher Education (hereinafter "IHE").

1. Purpose

- The purpose of this Agreement is to articulate the nature and expectations of the partnership between the School System and the IHE associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter "PREP GYO Program") in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.
- The PREP GYO Program enables school systems, through partnering with qualified IHEs and educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter "GYO participants") in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

2. Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This Agreement begins on August 1, 2026 and ends on July 31, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Establishing structures for quality of implementation, including:
  - Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
  - Selection of GYO participants according to a set of mutually determined criteria.
  - Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
  - Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the GYO participants' progress in earning a bachelor's degree and enrolling in an educator preparation program within three years of beginning participation in the PREP GYO Program.

- Ensuring GYO participants complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing GYO participants with:
    - Completion of the bachelor's degree and acceptance into an Educator Preparation Program (hereinafter "EPP") within three (3) years.
    - Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
    - Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
    - On-the-job training aligned with the standards for educator certification established by the board.
    - Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.

5. Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key IHE leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of GYO candidate preparation and effectiveness.

6. Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
    - Each party bearing its own expenses in connection with its obligations pursuant to this Agreement.
    - Acting with fiduciary responsibility to ensure compliance with the requirements set forth in PREP GYO Program guidelines (TEC §21.906(e)).
    - Developing a plan surrounding programmatic costs that enable support for GYO participants and overall PREP GYO Program implementation.

7. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates Dr. Scott Rudes/Kelly Stansell ("FERPA Designee") as a school official with a

legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

8. Additional School System Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to, as a condition for participation, earn a bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the partnership.
- Employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the school system.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. The School System must work with the IHE to establish a release time schedule that addresses the participants' needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.

9. Additional IHE Specific Obligations

- Provide key faculty member(s) to support the implementation of the PREP GYO Program.
- Ensure that GYO participants earn their bachelor's degree within three years of beginning participation in the PREP GYO Program.
- Provide GYO participants with ongoing support necessary to complete coursework and program requirements.

10. Miscellaneous

10.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Ector County, Texas, in any action arising out of or relating to this Agreement.

10.2 Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

10.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: Dr. Keeley Boyer
- Title: Ector County ISD Superintendent
- Date: _____

School System (Program Manager)

- Signature: _____
- Name: Dr. Scott Rudes
- Title: Executive Director of Talent Development
- Date: _____

EPP (Legal Authority)

- Signature: Raymond Kaselonis
- Name: Raymond Kaselonis
- Title: Chief Administrative Officer & General Counsel
- Date: 8/14/2026

EPP (GYO Program Leadership)

- Signature: _____
- Name: Dr. Meredith Critchfield
- Title: Dean, College of Education
- Date: 8/14/26

REQUEST FOR APPROVAL OF BOARD T-TESS AND T-PESS APPRAISERS FOR 2026-2027

Each year, districts are required to have their Texas Teacher Evaluation & Support System (T-TESS) and Texas Principal Evaluation & Support System (T-PESS) appraisers approved by their Board of Trustees. The appraisers on the list have successfully completed and maintained the necessary credentials to be able to evaluate Teachers (T-TESS) and Principals (T-PESS) in ECISD.

2026-2027 T-TESS CERTIFIED APPRAISERS

Last Name	First Name	T1 Cert Status	Cert Year
Valenzuela	Jason (Van)	Certified	2026-2027
Jonas	Lindsay	Certified	2026-2027
Armendariz	Maria	Certified	2026-2027
Perez	Salvador	Certified	2026-2027
Chavez	Marilu	Certified	2026-2027
Amalla	Letty	Certified	2026-2027
Pocaterra Bermudez	Erika	Certified	2026-2027
Lee	Kristin	Certified	2026-2027
Southard	Yancey	Certified	2026-2027
Lopez	Tina	Certified	2026-2027
Garcia	Adriana	Certified	2026-2027
Bradford	Andrew	Certified	2026-2027

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – CHILDREN WITH DISABILITIES

The purpose of this Memorandum of Understanding is to define the framework and provide guidance for effective collaboration of services to benefit young children from the ages of three to five years of age with disabilities and their families.

This agreement will be in effect from September 2026 to May 2027 and will be reviewed on an annual basis.

Greater Opportunities of The Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND GOPB, Inc. HEAD START/EHS SCHOOL READINESS ACADEMY
THIS AGREEMENT WILL BE IN EFFECT FROM SEPTEMBER 2026 AND REVIEWED ON MAY 2027

Parties to the Agreement

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This Agreement is between Ector County Independent School District and GOPB, Inc. Head Start/EHS School Readiness Academy. GOPB, Inc. Head Start/EHS School Readiness Academy and Ector County ISD agree to develop collaboration and cooperation with one another to maximize benefits of services to children with disabilities and their families through utilization of consultation and ongoing process of new ways to share resources, eliminate duplication and barriers. This Agreement documents the plans for shared working procedure.

Purpose of Agreement

A. The intent of this Agreement is to define the framework and provide guidance for effective collaboration of services to benefit young children with disabilities and their families. It is the commitment of these agencies to work together to assure coordination and continuum of services to children with disabilities from the ages of three to five years. All services will be provided in compliance with Federal mandates.

B. To improve availability and the quality of services for Ector County children age three through age five, and their families.

C. To promote further collaboration of services in a shared plan to efficiently identify, evaluate, and assist children and families with disabilities.

D. To define the roles and responsibilities of the named parties toward coordination and greater collaboration.

E. To ensure that all services are provided in accordance with the Federal mandates.

RECRUITMENT AND IDENTIFICATION

Objective: Identify potential children with disabilities to assure early intervention.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Recruit, enroll and serve eligible children ages 3-5 years.
- Provide 10% enrollment opportunities for children with disabilities.
- Provide the community and community agencies with information (flyers, brochures) describing the program.
- Actively recruit via public displays and presentations at community functions and seek referrals from the community and its agencies serving families and children with disabilities.

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Ector County ISD Responsibilities

- Identify potential children with disabilities ages 3 to 5 in compliance with the Individuals with Disabilities Education Act (IDEA).
- Provide information to parents of children with disabilities regarding specific services for their children and family.
- Provide referrals to GOPB Head Start for children with suspected or verified disabilities.

SCREENING AND REFERRAL

Objective: Provide all children with comprehensive screenings in all areas of functioning to determine if further assessment is warranted.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures.
- Provide screening of all enrolled children addressing visual/motor; body awareness; hearing and dental, by use of Health, (ASQ 3, ASQ-SE, Articulation Screener, and TS Gold Checkpoint).

- Share with parent/guardian the screening information and screening results.

- Based on the Head Start Speech and Language Screening instrument, Head Start will consult with ECISD SLP to provide further guidance on either classroom strategies to be implemented by the teacher for 4-6 weeks until re-screening takes place or need for a Special Education referral.

- Notify the parents of any screenings that suggest a need for further re-screening.

- Make referrals to Ector County ISD in a timely manner to comply with Child find.

Ector County ISD Responsibilities:

- Review all screening information when receiving referrals from Head Start.

- Collaborate and provide guidance regarding failed screenings by consulting with Head Start Disabilities/Mental Health Manager on classroom strategies and/or initiating the referral process when appropriate.

EVALUATION

GOPB, Inc Head Start/EHS School Readiness Academy Responsibilities:

- Ensure that follow-through of referral packet is completed and submitted to the Ector County ISD Special Education Department.

- Participate in the evaluation process by providing supporting information from home visit, teacher information and teacher observation reports.

Ector County ISD Responsibilities:

- Once the referral from Head Start has been received, ECISD evaluation staff will provide notification to the parent of refusal to evaluate or proposal to evaluate with an opportunity to sign the consent.

- Notify Head Start staff on the status and outcome of the evaluation and results of testing and assessments provided by Ector County ISD within 45 days

- Ensure that the evaluation personnel prepare a written report of the results of the evaluation and verifies that the child's disability meets all the requirements of the Individuals with Disabilities Education Act. (IDEA).

INDIVIDUAL EDUCATION PLAN
SERVICES

Objective: Provide appropriate services in the least restrictive environment.

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Assure that teaching staff have appropriate training.
- Access and share resources of other community agencies for children with disabilities as determined in the IEP.
- Accommodations will be made at each Head Start site for virtual therapy when needed.

Ector County ISD Responsibilities:

- Provide special education and related services based on the IEP in the least restrictive environment.
- Provide services as outlined in the Individuals with Disabilities Education Act (IDEA).
- Therapy services will be provided through in person or virtual therapy.

TRANSITION

Objective: Ensure a system exists between GOPB, Inc. Head Start School Readiness Academy and Ector County ISD to transfer information about children who will transition from Head Start to Ector County ISD.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Arrange meeting between Head Start staff and Ector County ISD staff.
- The Disabilities/Mental Health Manager will notify the public school of child's planned enrollment prior to date of enrollment so that services will continue as soon as possible.
- Transfer transition packets with any pertinent records that would facilitate the transition.

Ector County ISD Responsibilities:

- Collaborate with the Head Start staff for a transition into public school.

- Provide transition information to parents and Head Start staff at the annual ARD meeting prior to enrollment in the kindergarten program.

TRAINING AND RESOURCE

Objective: Ensure maximum benefits for services to children and families are reached through utilization of existing resources and training.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Invite Ector County ISD staff to participate in agency in-service training when applicable.

- Share resources and equipment as need arises as documented in the IEP.

- Invite Ector County ISD for visits to Head Start Program Sites.

Ector County ISD Responsibilities:

- Invite Head Start staff to participate in Ector County ISD in-service training when applicable.

- Share resources and equipment as need arises as documented in the IEP.

- Invite Head Start staff to visit future kindergarten sites.

CONFIDENTIALITY

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release of information, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, mainlined, and used by the public agencies. It is the intent of this Agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Both agencies will adhere to the Family Educational Rights and Privacy Act (FERPA) and will ensure that agency policies and procedures are followed to safeguard the confidentiality of parents and children. In addition, both agencies will obtain written consent from parents before releasing any information.

TERMS OF AGREEMENT

The Agreement will become effective immediately after being signed and dated by all parties. By signing the Agreement each agency agrees to the terms.

SUPERINTENDENT
Ector County ISD Date

SPECIAL EDUCATION DIRECTOR
Ector County ISD Date

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8/27/26
EXECUTIVE DIRECTOR Date
GOPB, Inc. Head Start/EHS School
Readiness Academy

DISABILITY/ MENTAL HEALTH MANAGER
GOPB, Inc. Head Start/EHS School
Readiness Academy

PROGRAM CONTACTS

GOPB, Inc. Head Start/EHS School Readiness Academy
Executive Head Start Director:

Mrs. Catriva Webbs
206 W. 5th
Odessa, Texas 79760
(432)337-1352

Contact Person:
Ms. Melba Dominguez
Disabilities/Mental Health Manager
(432)337-1352 Ext 219

Ector County ISD
Executive Director Special Education:

Mark Gabrylczyk
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719

Head Start Center contacts:

Arbor Terrace Head Start School Readiness Academy
Mrs. Melissa Aleman, Site Manager
432-335-0539

Booth Head Start School Readiness Academy
Mrs. Teresa Serna, Site Manager
432-381-0108

Chaffin Head Start School Readiness Academy
Ms. Cynthia Calhoun, Site Manager
432-337-4414

Hollingsworth Head Start School Readiness Academy
Mrs. Glenda Smith, Site Manager
432-332-9021

Whitiker Head Start School Readiness Academy
Mrs. Tonya Pyles, Site Manager
432-335-9335

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – PARENT POWER PROGRAM

The purpose of this Memorandum of Understanding is to provide education, support, and resources for teen fathers and mothers through the Parent Power program, equipping them with the skills and confidence to nurture their children and take responsibility for their futures.

This agreement will be in effect from September 2026 to May 2027 and will be reviewed on an annual basis.

GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC.
HEAD START/EARLY HEAD START
SCHOOL READINESS ACADEMY
P.O. BOX 3922
ODESSA, TEXAS 79760
432-337-1352

HEAD START/ EARLY HEAD START

COMMUNITY PARTNERSHIP AGREEMENT

BETWEEN GOPB INC., HEAD START SCHOOL READINESS ACADEMY, AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Head Start Revised Performance Standards 1302.530 (a) (b) Community Partnerships

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We believe (l) a child benefits most from a comprehensive, interdisciplinary program designed to meet the needs of the whole child, and (2) the child's entire family and the community must be involved in meeting these needs if the program is to have a lasting impact upon the child's total development.

This letter is to confirm the Partnership between G.O.P.B., Inc., Head Start School Readiness Academy, and the Ector County Independent School District to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them. As addressed in our Community Assessment, teen pregnancy is a growing concern in our communities, and by forming this partnership, we can assist young parents in obtaining some of the necessary skills to become involved, nurturing parents of their children.

The 5-week curriculum-based workshop, "Parent Power," will be formatted into a 2-month program designed to provide support, guidance, and resources for young men and women facing the challenges of being young parents. This 2-month program is designed for fathers and mothers in the ISDs and the communities. The goal of the program is to help fathers and mothers acquire the skills and confidence necessary to take responsibility for their futures, with an emphasis on fostering strong, nurturing relationships with their children and families. The goal of the facilitator is to provide sessions/classes, information, skills, and support, and encourage fathers and mothers to join the Parent Power program as part of the ECISD's Teen Fatherhood Initiative. The Parent Power program provides meals, childcare, workbooks, and a graduation recognition ceremony for those who complete the program.

The facilitator will present the 5-session program on campus at the Hollingsworth Early Head Start/Head Campus located at 900 S. Grant on Tuesday evenings from 5:30 – 7:30 pm. The Foundations of Fatherhood curriculum used in the program will cover the following topics:

Fatherhood Self-Assessment My Anger — Friend or Foe

My Child's Life - Part II
Traditions, Culture & Identity
Fatherhood, the Next Level
Character of a Man:
Influence of Character

Dealing with Guilt & Shame: My Child's Life Part I
Improving Communication and Healthy
Relationships
Developing Your Support System

The Graduation/Recognition Ceremony for all the Parent Power Program graduates takes place at the last session of the year

Both parties involved will review and renew this partnership yearly.

GOPB INC
Executive Director

Date: 8/27/26

ECISD
Representative

Date: _____

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY - TRANSITION

The purpose of this Memorandum of Understanding is to establish a partnership to ensure a smooth transition between the Head Start setting and the public school setting.

This agreement will be in effect from September 2026 to May 2027 and will be reviewed on an annual basis.

Greater Opportunities of the Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING BETWEEN

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND GOPB, INC. HEAD START SCHOOL READINESS ACADEMY

This agreement is between Ector County Independent School District and the Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy. This agreement will be in effect from September 2026 to May 2027 and will be reviewed on an annual basis.

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I. **PURPOSE OF INTERAGENCY AGREEMENT:**

The purpose of this agreement is to establish a partnership between Ector County Independent School District and GOPB, Inc. Head Start School Readiness Academy regarding children transitioning from GOPB to the public school.

It is the intent of this agreement to:

A. Define services to be provided by each agency.
B. To ensure a smooth transition between the Head Start setting and the public school setting.
C. Ensure that each agency assumes the responsibilities and by doing so, ensure available resources are utilized in the most effective manner.
D. Ensure that the cooperative arrangements between Ector County ISD and Head Start are developed, implemented and reviewed at least annually.

II. ITEMS OF COLLABORATION:

Ector County Independent School District will:

A. Provide necessary information to enhance a smooth transition.
B. Participate in the transition activities.
C. Abide by the confidentiality rules of the state and federal government.

GOPB, Inc. Head Start School Readiness Academy will:

A. Follow procedures for transferring student records to Ector County Independent School District procedures are as follows:

1. Parent signs consent form.
2. Forms and letters are completed and placed in folder.
3. Teachers prepare student's folders; the parent takes it to the next school setting.

B. Abide by the confidentiality rules of the state and federal government.

III. TRANSITION ACTIVITIES:

Ector County Independent School District will:

A. Provide parents the opportunity to attend trainings and speakers.
B. Invite parents and children to local schools and introduce children to the teachers.

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GOPB, Inc. Head Start School Readiness Academy will:

A. Prepare children and their parents for transitioning into public school system.
B. Schedule a transition training for Head Start parents.
C. Invite personnel of the Ector County Independent School District to visit Head Start Sites.

This Memorandum of Understanding will be reviewed on an annually basis or as needed.

Greater Opportunities of the Permian Basin, Inc.
Head Start School Readiness Academy
Mrs. Catriva Webbs, Executive Director

Ector County Independent School District
Dr. Keeley Boyer, Ector County ISD Superintendent

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

ACTION PAGE

TO: Board of Trustees

FROM: Dr. Roberto Trejo, Chief Academic Officer

SUBJECT: **DISCUSSION OF AND REQUEST APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND STAR TECH GROUP LLC FOR THE ACCESS COLLEGE AND CAREER ONLINE PLATFORM**

DATE: September 15, 2026

Administration requests approval of the Memorandum of Understanding between Ector County ISD and Star Tech Group, LLC for the implementation and use of the ACCESS College and Career Online Platform. The partnership will provide a comprehensive, student-centered platform that supports career awareness, career exploration, college planning, leadership development, and workforce readiness for ECISD students. The agreement establishes the operational, implementation, training, support, data privacy, and financial terms necessary to provide districtwide access to the platform, with an initial one-year term at an annual cost of $120,000 and the option to renew for up to four additional one-year terms. Administration recommends approval of the agreement to expand college, career, and military readiness opportunities and support ECISD's commitment to preparing students for postsecondary success.

****

Administration Recommendation:

Approval of the Memorandum of Understanding between Ector County ISD and Star Tech Group, LLC

MEMORANDUM OF UNDERSTANDING

Between Star Tech Group, LLC and Ector County Independent School District
ACCESS College and Career Online Platform

RFP #26-32 | Draft Agreement for Review

RECITALS

WHEREAS, Star Tech Group, LLC ("STG") is a software development limited liability company based in Odessa, Texas, established in 2013 and dedicated to designing, developing, and implementing strategic solutions for K-12, college, workforce, and related institutions;

WHEREAS, STG has developed and implemented the proprietary ACCESS K12 4.0 platform, hereinafter referred to as "ACCESS," a secure, web-based, mobile-accessible, student-centered College and Career Online Platform;

WHEREAS, ACCESS is designed to support career awareness, career exploration, career placement, college exploration, leadership development, counseling support, and workforce alignment within one unified ecosystem;

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WHEREAS, ACCESS is represented by STG as FERPA compliant and TX-RAMP Level 2 certified, with role-based access, dashboards, exportable reporting, onboarding, training, and ongoing support;

WHEREAS, the Ector County Independent School District ("ECISD") is the Ector County Independent School District in Odessa, Texas, and seeks to prepare students for college, careers, military readiness, and success in an ever-changing society;

WHEREAS ECISD issued RFP #26-32 for a College and Career Online Platform, and STG submitted a response proposing ACCESS as a comprehensive, customized, district-aligned solution;

NOW, THEREFORE, STG and ECISD enter into this Memorandum of Understanding ("MOU" or "Agreement") to establish the terms of cooperation, platform access, implementation, support, and renewal for ACCESS.

GENERAL TERMS & CONDITIONS

Parties	Star Tech Group, LLC and Ector County Independent School District
Program	ACCESS College and Career Online Platform
Initial Term	One (1) year / twelve (12) calendar months from the effective date
Renewal Option	Option to renew annually for up to four (4) additional one-year terms, for a total possible contract period of five (5) years
Annual Price	$120,000 per year (12 months) approved by ECISD RFP Process.

I. Purpose

The purpose of this MOU is to define the collaborative relationship between STG and ECISD for implementation and use of the ACCESS College and Career Online Platform to strengthen student agency, opportunity knowledge, college and career readiness, career pathway alignment, and real-world career placement opportunities for ECISD students.

The parties intend ACCESS to function as a single operating system connecting students, educators, administrators, counselors, parents as applicable, colleges, employers, chambers of commerce, workforce partners, and other approved regional partners in support of ECISD student success.

Recitals. The above Recitals are incorporated into the body of this Agreement by reference and are to be treated as a part of the Agreement. STG warrants that the representations it makes in the Recitals are true and accurate.

II. STG Focus and ACCESS Capabilities

STG shall provide ACCESS as a customized platform aligned to ECISD priorities, programs of study, pathways, and regional college and workforce opportunities. ACCESS includes, without limitation, the following core capabilities:

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- Student Career Interest Surveys ("CIS"): Multi-level surveys for grades 5-12, including CIS Levels 1, 2, and 3, aligned with career clusters, ECISD programs of study, student interests, aptitudes, student preferences, and longitudinal student response tracking.
- Student Career Exploration: Detailed career descriptions, salary insights, education pathways to reach carrer goals, required skills and competencies, personalized recommendations, career bookmarking and comparison, local employer ecosystem integration, multimedia employer content, and links between careers and ECISD programs of study.
- Student Career Placement: Resume building and educator approval workflows, parent permission workflows where applicable, employer registration and profiles, internship/job shadowing/apprenticeship/job postings, student application tracking, student/employer/educator communications, and placement outcome documentation.
- College Exploration: College search and filtering tools, profiles for two-year, four-year, technical, trade, and apprenticeship institutions, admissions and cost information, financial aid information, cost of college tools, FAFSA support, application tracking, and career-to-college pathway alignment.
- Leadership Development Content Delivery and Tracking: Video, written, and interactive activities assigned by grade, program, or cohort, with progress tracking, dashboards, badges, completion records, and integrated student profile reporting.

ACCESS further supports the ACCESS Seven Essential Skills: Critical Thinking, Communication, Collaboration, Creativity, Relationships, Trust, and Resilience. These skills are integrated into the ACCESS Roadmap and related student development activities to support confidence, clarity, and adaptability in post-secondary planning.

III. ECISD Priorities and Program Alignment

ACCESS shall be configured (with the existing functionalities) and implemented to support ECISD priorities, including:

- Enhancing student agency, student engagement, and opportunity knowledge;
- Supporting college, career, and military readiness;
- Strengthening school-college-industry alignment;
- Providing data-driven insights for district, campus, and program-level decision-making;
- Supporting counselors, teachers, administrators, parents as applicable, and approved external partners in a coordinated student-centered workflow;
- Connecting ECISD students to regional colleges, employers, chambers of commerce, workforce boards, and other strategic partners that support local career pathways.

IV. Scope of Services

During the term of this Agreement, STG shall provide ECISD access to the ACCESS platform and associated implementation, training, support, and platform services for ECISD students, teachers, counselors, administrators, and approved role-based users. The scope includes the following: 1878

- District-specific customization of ACCESS to align with ECISD programs of study, career clusters, endorsements, college pathways, workforce opportunities, and regional employer priorities;
- Secure cloud-based platform access through desktop and mobile-accessible web experiences;
- Role-based access for students, educators, administrators, counselors, employers, and other approved users;
- Dashboards and exportable reports for student engagement, survey completion, pathway interest, college exploration, career placement, and related indicators;
- Single sign-on and gateway integration support, including available ClassLink or similar district-approved access workflows, as applicable;
- Data integration and configuration support using ECISD-approved data-sharing methods and schedules;
- On-site and virtual professional development for teachers, counselors, administrators, and department-level leadership;
- Ongoing email and phone support, ongoing platform updates, and CCR-focused enhancements included within the annual price;
- Career placement event support, including employer engagement sessions, internship/job placement initiatives, and targeted events for specific student groups including CTE and Special Education populations, as mutually agreed.

V. Additional ACCESS Features and Value-Added Components

STG shall provide, configure, and support additional ACCESS features that extend beyond the minimum platform requirements, subject to ECISD's approval and implementation readiness. These include:

- iLEAD and SEL-aligned delivery and tracking workflows to support structured lesson delivery, student participation, student reflection, and district reporting goals;
- Special Education support, including tailored career exploration pathways, inclusive platform design, customized career placement events, and employer connections for post-secondary success;
- AVID and college readiness alignment focused on opportunity knowledge, student agency, and structured pathway development;
- ACCESS Symphony guidance and counseling support tools allowing approved teachers and counselors to document student interactions, notes, recommended next steps, and student development supports;
- Dual credit and postsecondary crosswalk systems mapping high school courses to college credits, AP pathways, and aligned postsecondary progress;
- PACE (Personal Activities for Career Exploration) activities including short weekly student engagement assignments, monthly career-focused projects, and grade-appropriate schedules;
- Off-Ramp and On-Ramp support connecting graduates to employment opportunities and continued post-secondary education, credentials, and advancement pathways.

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Any incorporation & expanded AI usage or other usage-based services that require additional token, licensing, third-party, or infrastructure costs beyond the included limited experience shall be addressed through a written amendment, purchase order, or mutually approved statement of work before implementation.

VI. Implementation, Coordinators, and Governance

Each party shall designate one or more authorized representatives to oversee and facilitate implementation of this Agreement. STG shall designate a project lead and implementation support team. ECISD shall designate an authorized district representative and appropriate campus, counseling, CTE, IT, or administrative contacts necessary for implementation.

STG contact for purposes of this Agreement: Ravi Shakamuri, Founder/CEO, Star Tech Group, LLC, 3800 East 42nd Street, Suite 421, Odessa, TX 79765; Email: RShakamuri@startech365.net; Cell: (432) 349-5001; Web: www.accessforsuccess.net.

ECISD shall provide authorized contacts, data coordination support, program direction, and timely review of implementation decisions necessary to configure ACCESS for ECISD priorities and approved users.

VII. Pricing, Payment, and Included Services

The annual all-inclusive price for ACCESS under this Agreement is One Hundred Twenty Thousand Dollars ($120,000) per year for twelve (12) calendar months of platform access and use by ECISD students, teachers, counselors, administrators, and approved role-based users.

The annual price includes training, support, updates, and additional development for College and Career Readiness functionalities and district requirements that are within the CCR-focused components of the platform and do not require separately identified third-party costs or materially expanded usage-based infrastructure costs.

Payment terms, invoicing schedule, purchase order requirements, and any applicable funding or appropriation conditions shall be established by ECISD purchasing procedures and any written purchase order or addendum executed by the parties.

VIII. Duration, Renewal, and Termination

This Agreement shall be effective upon the date of last signature below and shall remain in effect for an initial period of one (1) year / twelve (12) calendar months, unless terminated earlier in accordance with this Agreement.

ECISD shall have the option, but not the obligation, subject to ECISDapproval, funding, appropriation, and satisfactory performance, to renew this Agreement annually for up to four (4) additional one-year terms. The total contract period, including the initial term and all renewal terms, shall not exceed five (5) years unless the parties execute a new written agreement.

Either party may terminate this Agreement without penalty by providing at least ninety (90) days advance written notice to the other party. Termination shall not relieve ECISD of payment obligations for services properly provided before the effective date of termination, and termination shall not relieve STG of obligations related to data return, data deletion, confidentiality, and transition support as required by applicable law or mutually agreed procedures.

The parties may mutually agree in writing to transition timelines, data return procedures, or limited wind-down activities needed to protect student continuity and district operations.

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IX. Data Privacy, Security, and Compliance

STG shall comply with applicable federal, state, and local laws, rules, regulations, and district requirements governing student data privacy, including FERPA and other applicable student confidentiality requirements. STG represents that ACCESS is TX-RAMP Level 2 certified and is designed to support secure, role-based use by K-12 and higher education partners.

STG shall not disclose identifiable student information to third parties except as authorized by ECISD, required for approved platform services, or required by law. STG shall use ECISD-approved methods for data transfer, system access, authentication, and reporting. Only authorized representatives of STG may access and use information obtained from ECISD's use of ACCESS. STG agrees and covenants that it will not release or disclose to the public or any third party such information or records obtained through ECISD's use of ACCESS. STG shall take all steps necessary to ensure that the student information and records are viewed only by authorized representatives STG for the permissible uses stated herein. ECISD student information is considered confidential and shall not be used by STG or any of its employees or agents for private purposes, for monetary gain, or for any use outside the scope of this Agreement. STG acknowledges and understands that the unauthorized release of student information or records may subject the individual or entity to criminal and civil penalties. In cases as needed or requested, the Health Insurance Portability and Accountability Act ("HIPAA") and or the Family Educational Rights and Privacy Act may be enacted to protect student personal health information, student identifying information, and/or student information that is protected from disclosure by Federal, State, and/or local law. Accordingly, STG will educate and inform its staff regarding ECISD's "Acceptable Use Guidelines for Technology", permissible uses of the student information and records obtained from ECISD databases, and the Family Educational Rights and Privacy Act (see 20 U.S.C. {1232g} and 34 C.F.R. {90}, et. Seq.) as applicable to all technology vendors of ECISD. STG further agrees that the information or records disclosed or obtained pursuant to this Agreement will be destroyed by STG after the need for such information ceases to exist.

If STG becomes aware of a suspected breach or unauthorized disclosure involving ECISD student data, STG shall notify ECISD promptly and cooperate with ECISD to investigate, mitigate, and remediate the issue consistent with applicable law and district requirements. STG's failure to adhere to the terms of this

paragraph shall entitle ECISD to injunctive relief as necessary to ensure student data is protected from unauthorized use or disclosure.

Processes involving student-mentor, student-employer, AI-assistant, counseling, parent, or partner interactions shall be shared with and approved by appropriate ECISD authorities before launch when such functionality involves new workflows, external-facing access, or student data visibility beyond standard platform users.

X. Responsibilities of STG

- Provide ACCESS platform access, configuration, training, support, and updates as described in this Agreement;
- Coordinate with ECISD departments, campuses, counselors, teachers, and administrators for implementation;
- Support ECISD-approved data integration and reporting needs;
- Support career placement, employer engagement, college alignment, and related CCR activities as mutually planned;

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- Maintain appropriate confidentiality, privacy, and security safeguards;
- Retain responsibility for ACCESS platform design, development, source code, proprietary methods, and ownership of the process, except for ECISD-owned data and materials.
- Use ACCESS consistent with applicable law, district policy, and mutually approved user roles.

XI. Responsibilities of ECISD

- Designate authorized district contacts for implementation, IT, data, curriculum, counseling, CTE, and program coordination;
- Provide timely decisions, approved data, and district-specific pathway, program, campus, user, and reporting information needed to configure ACCESS;
- Support approved platform access and communication with district users;
- Review and approve student-facing workflows, external partner access, employer interactions, and parent-facing features as applicable;
- Follow ECISD purchasing and payment procedures for approved platform services; and
- Use ACCESS consistent with applicable law, district policy, and mutually approved user roles.

XII. Intellectual Property and Ownership

STG shall retain all right, title, and interest in and to ACCESS, including platform design, development, source code, architecture, workflows, proprietary processes, enhancements, and related intellectual property developed by STG.

ECISD shall retain ownership of ECISD data, student records, district materials, and district-specific content provided by ECISD.

No rights or licenses are granted except as expressly stated in this Agreement. ECISD receives a limited right to access and use ACCESS during the term of this Agreement for approved district purposes.

XIII. Publications, Presentations, and Press Releases

All publications, presentations, or public communications resulting from the collaboration between the parties should appropriately recognize the collaboration, subject to prior review and approval by the parties. The parties agree to discuss press releases and public announcements related to this Agreement before publication.

XIV. Relationship of the Parties

This Agreement does not create a joint venture, partnership, employment relationship, agency relationship, or other business entity between the parties. Neither party shall act as an agent for or bind the other party except as expressly authorized in writing. The relationship is non-exclusive, and each party may enter into similar or different relationships with other entities, subject to confidentiality and data privacy obligations. Neither party may assign their interest in this Agreement without the written permission of the other party.

XV. Modifications and Program Agreements

This Agreement shall serve as the parent document for any additional program agreement, statement of work, addendum, amendment, or written implementation plan executed between the parties. No 1882 modification, alteration, amendment, or waiver shall be effective unless in writing and signed by duly authorized representatives of both parties.

Additional program agreements may define specific commitments, implementation timelines, deliverables, expanded usage, third-party costs, or district-specific functionality and shall not become effective until written and executed by the authorized representatives of both parties.

The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

XVI. Notices

Formal notices under this Agreement shall be made in writing and delivered to the designated representatives of each party at the addresses or email addresses identified by the parties. Notices to STG shall be directed to Ravi Shakamuri, Founder/CEO, at the contact information listed above, unless STG provides updated written notice. Notices to ECISD shall be directed to the ECISD authorized representative identified by the district.

XVII. Execution

EXECUTED by Star Tech Group, LLC and Ector County Independent School District in duplicate copies, each of which shall be deemed an original. The individuals signing below represent that they are authorized to execute this Agreement on behalf of their respective organizations.

XVIII. Attachments and Incorporated Documents

The following documents may be attached to or incorporated into this Agreement by reference, to the extent approved by the parties and not inconsistent with the express terms of this Agreement:

- ECISD RFP #26-32 for College and Career Online Platform;
- Star Tech Group, LLC response to ECISD RFP #26-32;
- Approved purchase order, board approval, implementation plan, data sharing agreement, or statement of work;

- Any additional written amendment executed by both parties.

XIX. Warranties and Representations

- STG warrants and represents that it has not and does refuse to deal with, terminate business activities with, or otherwise take any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory. This does not include actions made for ordinary business purposes. Tex. Gov. Code § 808.001. The STG warrants and represents that it will not engage in such acts or omissions during the Term.
- STG warrants and represents that it has not and does refuse to deal with, terminate business activities with, or otherwise take any action that is intended to penalize, inflict economic harm on, or limit commercial relations with energy companies, or with a person or entity doing business with energy companies. This does not include actions made for ordinary business purposes. Tex. Gov. Code § 808.001. The STG warrants and represents that it will not engage in such acts or omissions during the Term.
- STG warrants and represents that it does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association; and will not discriminate during the Term against a firearm entity or firearm trade association. 1883
- STG agrees, to the extent permitted by law, to fully release, indemnify, and hold harmless, ECISD for the acts and/or omissions of any STG employee who may violate the terms of this Agreement, or any other state or federal law applicable to this Agreement. STG agrees that will only use employees geographically located in the continental United States when accessing or working on ECISD student data.

STAR TECH GROUP, LLC	**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**
By: Ravi Shakamuri	By: _____
Name: Ravi Shakamuri	Name: _____
Title: Founder/CEO	Title: _____
Date: 9/3/2026	Date: _____
Email: RShakamuri@startech365.net	Email: _____

REQUEST FOR APPROVAL OF PERSONAL SERVICES BY PERLA QUINTANA FOR AN ESL INSTRUCTOR FOR ODESSA COLLEGE PURSUANT TO TEXAS EDUCATION CODE §11.006 (C)

Request that the Board of Trustees approve the personal services between Perla Quintana and Odessa College for the role of ESL Instructor, pursuant to Texas Education Code § 11.006 (c), and make the required statutory determinations to authorize this arrangement.

REQUEST FOR APPROVAL OF THE UPDATED 2026-2027 DUAL CREDIT MATRIX

District request an adjustment to the course paring to the previously approved Dual Credit Matrix by the Board of Trustees for the 2026- 2027 school year. Dual Credit Matrix is a list of courses used to show the alignment between ECISD and Odessa College courses. Students are able to select from these courses to obtain both high school and college credits.

Attached are the Newly Adjusted Course pairings.

ECISD Dual Credit Programs

2026 and Beyond

Physical and Health Education

ECISD Course and Credit	OC Course & Credit Hours	UTPB Course & Credit
Lifetime Fitness and Wellness Pursuits Credits: 0.5 GPA: 4.5 Course Number: 4809 PEIMS #PES00051	**KINE 1106 Jogging and Walking*** Credits: 1 hr Prerequisite: No TSI Required	
Lifetime Fitness and Wellness Pursuits Credits: 0.5 GPA: 4.5 Course Number: 4809 PEIMS #PES00051	**KINE 1111 Weight Training** Credits: 1 hr* Prerequisite: No TSI Required	
Kinesiology I Credits: 0.5 GPA: 4.5 Course Number: **** PEIMS# N1302104	**KINE 1164 Introduction to Fitness & Wellness** Credits: 1 hr Prerequisite: No TSI Required	
Kinesiology I Credits: .5 GPA: 4.5 Course Number: **** PEIMS# N1302104	**KINE 1304 Personal and Community Health I** Credits: 3 hrs Prerequisite: No TSI Required	

**Kinesiology courses paired with Physical Education will include a physical activity component throughout the duration of the course.*

REQUEST FOR APPROVAL OF ODESSA HIGH SCHOOL DANCE STUDENT OUT-OF-STATE TRAVEL TO LOS ANGELES, CA

The Odessa High School Dance program is requesting to travel out-of-state to Los Angeles, CA from March 4, 2027 to March 8, 2027. During the trip, students will participate in dance classes at the Millenium Dance Studio & the Playground Dance Studio, perform pre-game / halftime at a LA Clippers game, and visit amusement parks. The group will consist of approximately 45 students and chaperones. Preliminary cost projections are $2,600 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover a majority of transportation, most activities, all housing expenses, and a majority of the meals. General liability and post-departure trip insurance are included. Participants have the option of purchasing additional coverage as desired.

Exhibit A—Request for Trip Approval

Date of request: 8-12-26

Date/time of departure: 3/4/27 5:00 a.m. a.m. or p.m. *(circle one)*

Date/time of return: 3/8/27 9:45 p.m. a.m. or p.m. *(circle one)*

Destination of trip: Los Angeles, California

Purpose of trip, i.e., event to be attended, instructional value of the trip:

Take a dance class at Millennium dance studio, Perform pre-game/halftime at a LA Clippers game, Take a dance class at Playground dance studio.

Estimate of any permissible fees associated with the trip: About 2,600 per student/chaperone

District employee sponsor and organization: Kelsey Roys (OHS Showgirls JV/Varsity)

Number of students participating: 40

Number of chaperones participating: 2 coaches

Name of Chaperone	Criminal History Check Requested *(circle one)*
Erica Proano	Yes / No
Victoria Ruiz	Yes / No
ZuAna Jannsen	Yes / No

Signature of District employee sponsor: Kelsey Roys

For Office Use Only

School-sponsored trip:

☐ Approved

☐ Denied

Reason, if denied: _____

Chaperone approval or denial:

Name of Chaperone	**Criminal History Check Completed** ***(circle one)***	**Decision** ***(circle one)***
	Yes No	Approved Denied
	Yes No	Approved Denied
	Yes No	Approved Denied

Principal's Approval: _____ 08-13-26
(Signature) (Date)

Superintendent or
Designee Approval: _____
(Signature) (Date)

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)






LOS ANGELES

Odessa High School Showgirls

Thursday, March 4th

- 5:00am Arrive at at the Midland/Odessa Airport
- 7:00am Depart on Southwest flight #2383
- 7:45am Arrive Denver
- 8:30am Depart on Southwest flight #755
- 10:05am Arrive in sunny LA!
- Meet your Green Light tour manager
- 10:45am Board motorcoach
- 12:00pm Lunch at Grand Central Market
- 2:00pm See the Hollywood Blvd Walk of Fame (stars), the Chinese Theatre and the famous "Hollywood" Sign (from afar)
- 3:00pm Free time for shopping on Hollywood Blvd.
- 4:00pm Celebrity homes tour of the Hollywood Hills (exteriors only) and Rodeo Drive
- 6:00pm Dinner at Hard Rock Cafe
- 8:00pm See Urban Light
- 9:00pm Check into hotel

Friday, March 5th

- Continental breakfast at hotel
- 8:30am Load bus
- 9:30am Tour of Warner Brothers Studios
- 12:30pm Enjoy Universal Hollywood
- Lunch and dinner in the park
- 8:30pm Load bus
- 9:15pm Arrive back at hotel

Saturday, March 6th

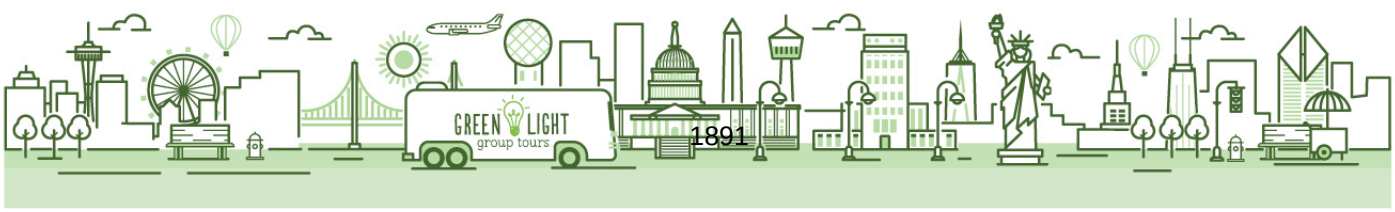
- Continental breakfast at hotel
- 8:30am Load buses
- 9:30am Private dance class at Millennium Dance
- 11:30am Lunch and shopping at the LA Farmers Market and the Grove
- 2:30pm Free time to enjoy the Santa Monica Pier (rides on own), beach (no swimming), and shopping on the Third Street Promenade
- 6:00pm See an LA Lakers or LA Clippers professional Basketball game
- Dinner in the arena
- 10:00pm Arrive back at hotel

Sunday, March 7th

- Continental breakfast at hotel
- 9:00am Load buses
- Enjoy Disneyland and Disney's California Adventure
- Lunch and dinner in the park (voucher provided)
- See the evening fireworks
- 11:30pm Arrive back at hotel

Monday, March 8th

- Continental breakfast at hotel
- 9:00am Load buses
- 10:00am Private dance class at Playground LA
- 11:30am Depart for the airport
- Boxed lunch on the way
- 2:55pm Depart on Southwest flight #2253
- 6:10pm Arrive Denver
- Dinner in the airport
- 7:05pm Depart on southwest flight #2600
- 9:45pm Arrive back at the MIdland/Odessa Airport








LOS ANGELES

Ground Package Includes

- Round trip flight does not include checked bag fees)
- Dedicated tour manager
- Four nights lodging in interior corridor hotel
- Hollywood homes tour
- Disneyland and California Adventure
- Beach and pier at Santa Monica
- Warner Bros VIP Studio Tour
- Dance class at Millennium Dance
- Dance class at Playground LA
- Universal Hollywood
- Basketball game
- Breakfast daily at the hotel
- Lunch at Grand Central Market
- Lunch at Disney
- Lunch at Universal
- Boxed lunch
- Lunch at the Farmer's Market
- Dinner at Hard Rock Cafe
- Dinner at Disney
- Dinner at Universal
- Dinner at the Basketball game
- Dinner at the airport
- Two-million-dollar liability insurance policy
- Name badges or backpacks
- Standard trip delay protection
- Nighttime hotel security, so you can sleep
- Three complimentary director's packages; two at double occupancy and one at single occupancy
- Online registration and billing

Minimum number of paying travelers:	30	35	40	45	50
Quad	$2,882	$2,737	$2,628	$2,544	$2,476
Triple	$2,955	$2,810	$2,702	$2,617	$2,550
Double	$3,102	$2,957	$2,848	$2,764	$2,696
Single	$3,542	$3,397	$3,288	$3,204	$3,136

Does Not Include

- Checked bag fees
- Rides on the Santa Monica Pier
- Transportation between school and the airport



INFORMATION ITEMS

- Financials
- Purchases Over $50,000 Informational Report
- Routine Personnel Report
- Added and Reclassification Memorandum September 2026



FINANCIALS

The financial statements for the three required adopted budgets for the most recently closed month for the current fiscal year follow.

ECTOR COUNTY ISD, TX

EOM BUDGET REPORT 199

07/31/2026

FOR 2027 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-353,890,169	0	-353,890,169	-3,045,990.27	.00	-350,844,178.73	.9%
11 INSTRUCTION	206,039,543	0	206,039,543	1,485,978.60	2,460,994.07	202,092,570.33	1.9%
12 INSTRUCTIONAL RES & MEDIA SERV	1,778,096	0	1,778,096	9,188.17	2,023.35	1,766,884.48	.6%
13 CURRICULUM & STAFF DEVELOPMENT	7,910,139	0	7,910,139	304,108.57	97,927.20	7,508,103.23	5.1%
21 INSTRUCTIONAL LEADERSHIP	5,032,787	0	5,032,787	367,836.67	35,977.13	4,628,973.20	8.0%
23 SCHOOL LEADERSHIP	22,465,415	0	22,465,415	1,502,224.33	123,767.83	20,839,422.84	7.2%
31 GUID, COUNS & EVALUATION SERVS	17,640,321	0	17,640,321	335,319.72	156,348.73	17,148,652.55	2.8%
32 SOCIAL WORK SERVICES	1,582,729	0	1,582,729	84,967.80	388.00	1,497,373.20	5.4%
33 HEALTH SERVICES	3,428,923	0	3,428,923	43,641.47	14,913.80	3,370,367.73	1.7%
34 STUDENT TRANSPORTATION	10,452,236	0	10,452,236	479,114.79	823,569.99	9,149,551.22	12.5%
36 CO/EXTRACURRICULAR ACTIVITIES	8,491,717	0	8,491,717	452,944.95	579,027.90	7,459,744.15	12.2%
41 GENERAL ADMINISTRATION	8,720,596	0	8,720,596	610,120.29	1,294,606.87	6,815,868.84	21.8%
51 FACILITIES MAINT & OPERATIONS	35,344,430	0	35,344,430	1,376,445.29	8,907,096.36	25,060,888.35	29.1%
52 SECURITY & MONITORING SERVICES	7,499,921	0	7,499,921	459,012.35	129,131.11	6,911,777.54	7.8%
53 DATA PROCESSING SERVICES	16,068,696	0	16,068,696	810,895.23	824,234.83	14,433,565.94	10.2%
61 COMMUNITY SERVICES	1,475,162	0	1,475,162	99,548.24	2,071.64	1,373,542.12	6.9%
71 DEBT SERVICE	1,371,000	0	1,371,000	.00	35,700.00	1,335,300.00	2.6%
81 FACILITIES ACQUISITION & CONST	1,180,000	0	1,180,000	937.17	520,478.00	658,584.83	44.2%
99 INTERGOVERNMENTAL CHARGES	1,950,000	0	1,950,000	.00	1,950,000.00	.00	100.0%
TOTAL GENERAL FUND	4,541,542	0	4,541,542	5,376,293.37	17,958,256.81	-18,793,008.18	513.8%
TOTAL REVENUES	-354,415,169	0	-354,415,169	-3,045,990.27	.00	-351,369,178.73	
TOTAL EXPENSES	358,956,711	0	358,956,711	8,422,283.64	17,958,256.81	332,576,170.55	
GRAND TOTAL	4,541,542	0	4,541,542	5,376,293.37	17,958,256.81	-18,793,008.18	513.8%

** END OF REPORT - Generated by EATON, MORGAN **

Report generated: 09/05/2026 12:23
User: 8269morganeaton
Program ID: glytdbud

ECTOR COUNTY ISD, TX

EOM BUDGET REPORT 240

07/31/2026

FOR 2027 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-20,721,787	0	-20,721,787	-49,216.48	.00	-20,672,570.52	.2%
35 FOOD SERVICE	20,721,787	0	20,721,787	146,551.75	6,967,637.52	13,607,597.73	34.3%
TOTAL SCHOOL NUTRITION	0	0	0	97,335.27	6,967,637.52	-7,064,972.79	100.0%
TOTAL REVENUES	-20,721,787	0	-20,721,787	-49,216.48	.00	-20,672,570.52	
TOTAL EXPENSES	20,721,787	0	20,721,787	146,551.75	6,967,637.52	13,607,597.73	
GRAND TOTAL	0	0	0	97,335.27	6,967,637.52	-7,064,972.79	100.0%

** END OF REPORT - Generated by EATON, MORGAN **

ECTOR COUNTY ISD, TX

EOM BUDGET REPORT 599

07/31/2026

FOR 2027 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-48,940,048	0	-48,940,048	-162,421.87	.00	-48,777,626.13	.3%
71 DEBT SERVICE	48,940,048	0	48,940,048	6,500.00	48,928,048.00	5,500.00	100.0%
TOTAL DEBT SERVICE FUND	0	0	0	-155,921.87	48,928,048.00	-48,772,126.13	100.0%
TOTAL REVENUES	-48,940,048	0	-48,940,048	-162,421.87	.00	-48,777,626.13	
TOTAL EXPENSES	48,940,048	0	48,940,048	6,500.00	48,928,048.00	5,500.00	
GRAND TOTAL	0	0	0	-155,921.87	48,928,048.00	-48,772,126.13	100.0%

** END OF REPORT - Generated by EATON, MORGAN **

Report generated: 09/05/2026 13:19
User: 8269morganeaton
Program ID: glytdbud

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

MONTHLY REPORT OF TAX COLLECTIONS

FOR THE PERIOD OF JULY 1, 2026 THRU JULY 31, 2026

YEAR		OUTSTANDING COLLECTIBLE AS OF 2025 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PAID YEAR TO DATE	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
CURRENT TAX	2026	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	#DIV/0!
DELINQUENT TAX									
	2025	12,415,452.77	(1,329,372.69)	11,086,080.08	2,504,412.26	454,084.70	8,581,667.82	69.12%	77.41%
	2024	5,767,482.53	(191,424.36)	5,576,058.17	144,648.69	37,923.45	5,431,409.48	94.17%	97.41%
	2023	4,667,805.64	(4,983.67)	4,662,821.97	113,374.65	43,087.66	4,549,447.32	97.46%	97.57%
	2022	2,899,977.08	(2,914.28)	2,897,062.80	96,578.02	37,886.69	2,800,484.78	96.57%	96.67%
	2021	1,693,969.84	(3,434.28)	1,690,535.56	42,973.57	12,134.55	1,647,561.99	97.26%	97.46%
	2020	1,543,926.19	0.00	1,543,926.19	22,683.26	7,995.00	1,521,242.93	98.53%	98.53%
	2019	1,036,210.75	0.00	1,036,210.75	15,827.75	4,469.62	1,020,383.00	98.47%	98.47%
	2018	813,288.56	0.00	813,288.56	8,931.02	4,255.60	804,357.54	98.90%	98.90%
	2017	668,901.64	(31.06)	668,870.58	4,289.23	2,633.73	664,581.35	99.35%	99.36%
	2016+	5,169,438.38	(155.91)	5,169,282.47	19,091.54	12,260.66	5,150,190.93	99.63%	99.63%
TOTAL DELINQUENT TAX		36,676,453.38	(1,532,316.25)	35,144,137.13	2,972,809.99	616,731.66	32,171,327.14	87.72%	91.54%
CED # 24 SII TAXES		44,017.87	0.00	44,017.87	0.00	0.00	44,017.87	100.00%	100.00%
TOTAL ALL TAXES		36,720,471.25	(1,532,316.25)	35,188,155.00	2,972,809.99	616,731.66	32,215,345.01		

1898

PENALTY / INTEREST / DISCOUNT			YEAR TO DATE
CURRENT P & I	0.00	0.00	0.00
DISCOUNTS	0.00	0.00	0.00
DELINQUENT YEAR P & I	443,333.19	188,449.95	631,783.14
TOTAL PENALTY / INTEREST / DISCOUNT	443,333.19	188,449.95	631,783.14
TOTAL SCHOOL	3,416,143.18	805,181.61	4,221,324.79

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	460,575.20	140,734.42	156,156.46	47,715.53	805,181.61

PURCHASES OVER $100,000 INFORMATIONAL REPORT

The purchases over $100,000 for the previous month of the current fiscal year follow. The report includes all such large purchases, regardless of required previous board approval.

As per Board Policy CH (local), the Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost:

1. A purchase made pursuant to a Board-approved interlocal contract or a cooperative purchasing program, in accordance with law;
2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL) or CBB(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract.

ECISD PURCHASE ORDERS >=$100,000 REPORT

August 2026

Item	PO DATE	PO #	VENDOR NAME	AMOUNT	GENERAL COMMENTS	APPROVAL PROCESS	GL ACCOUNT	REQUESTOR	DEPARTMENT
1	08/30/2026	27002652	ALLEN TEINERT CONSTRUCTION	$59,177,574.93	RPLC 26003494 CTE -DO NOT SEND TO VENDOR	RFP#24-26-2	693-81-6629-00-017-99-10024	BETHANYIBARRA	DISTRICT OPERATIONS
2	08/30/2026	27002654	ALLEN TEINERT CONSTRUCTION	$16,195,741.95	RPL 26003116 VASQUEZ MS-DO NOT SEND TO VENDOR	RFP#24-26-2	693-81-6629-00-049-99-50024	BETHANYIBARRA	DISTRICT OPERATIONS
3	08/30/2026	27002661	HENTHORN COMMERCIAL CONSTRUCTION LLC	$4,215,325.20	RPLC 26004152 AG FARM -DO NOT SEND TO VENDOR	ECISD AWARDED RFP 25-24	693-81-6629-00-698-99-20024	BETHANYIBARRA	DISTRICT OPERATIONS
4	08/25/2026	27002392	HENTHORN COMMERCIAL CONSTRUCTION LLC	$4,090,725.23	DO NOT SEND TO VENDOR REPL PO#26000726 TLC	ECISD AWARDED RFP 25-24	693-81-6629-00-002-99-30024	BETHANYIBARRA	DISTRICT OPERATIONS
5	08/28/2026	27002620	AMSTAR INC	$3,530,693.28	RPL 26012838 W&Y P1P2 -DO NOT SEND TO VENDOR	TIPS CONTRACT 241001	693-81-6629-00-045-99-65524 693-81-6629-00-045-99-65424 693-81-6629-00-045-99-65224 693-81-6629-00-045-99-65724 693-81-6629-00-045-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
6	08/27/2026	27002489	PARKHILL, SMITH & COOPER, INC.	$3,141,048.01	RPL 26002961 OVRST P1P2DO NOT SEND TO VENDOR	RFQ 24-13	693-81-6299-00-955-99-65024	BETHANYIBARRA	DISTRICT OPERATIONS
7	08/02/2026	27001383	UNIVERSITY OF TX-PERMIAN BASIN	$3,100,000.00	DONT SEND LT PO - STEM ACADEMY CHARTER	INTERLOCAL AGREEMENT	199-11-6229-99-009-99-	KIMBERLYBYERS	FINANCE
8	08/28/2026	27002624	LEE CONSTRUCTION & MAINTENANCE COMPANY	$1,829,507.42	RPL 26012847 BONHAM P1P2 -DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-042-99-65724 693-81-6629-00-042-99-65224 693-81-6629-00-042-99-65524	BETHANYIBARRA	DISTRICT OPERATIONS
9	08/26/2026	27002436	NETSYNC NETWORK SOLUTIONS	$1,594,515.23	RFP 25-16-CAT-PO 26008974-DO NOT SEND TO VENDOR	TEXAS DIR CONTRACT #DIR-TSO-5347	199-53-6639-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
10	08/25/2026	27002406	NETSYNC NETWORK SOLUTIONS	$1,506,104.06	ERATE RFP 25-14 PO 26008976 DO NOT SEND TO VENDOR	TEXAS DIR CONTRACT #DIR-TSO-5347	199-51-6259-38-864-99- 199-53-6639-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
11	08/30/2026	27002665	SANDRA G LOPEZ	$1,480,029.74	RPLC 26012842 GOLIAD P1P2 -DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-110-99-65424 693-81-6629-00-110-99-65224 693-81-6629-00-110-99-65524 693-81-6629-00-110-99-65624 693-81-6629-00-110-99-65724	BETHANYIBARRA	DISTRICT OPERATIONS
12	08/25/2026	27002387	ACCELERATION ACADEMY	$1,460,000.00	RFP21-31 LONG TERM PO	ECISD AWARDED VENDOR RFP# 26-29	199-11-6299-00-810-24-	NORMALEACHON	STUDENT AND SCHOOL SUPPORT
13	08/30/2026	27002657	ALLEN TEINERT CONSTRUCTION	$1,382,410.00	RPL 26012841 TRANSPORTATION -DO NOT SEND TO VENDOR	DEMOLITION SERVICES	693-81-6629-00-986-99-63124	BETHANYIBARRA	DISTRICT OPERATIONS
14	08/04/2026	27001530	BEVCAP MANAGEMENT LLC	$1,350,000.00	MEDICAL STOPLOSS	DISTRICT HEALTH INS. CLAIMS/FEES	772-41-6429-06-978-99-	YOLANDAGORDON	BENEFITS/RISK MANAGEMENT
15	08/27/2026	27002472	CDW-G	$1,313,184.90	RFP2515-CAT2 -PO 26009161 DO NOT SEND TO VENDOR	SOURCEWELL 121923- ECTOR COUNTY ISD (121923)	199-53-6299-38-864-99- 199-53-6397-38-864-99- 199-53-6640-38-864-99- 199-53-6248-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
16	08/13/2026	27001774	CURRICULUM ASSOCIATES LLC	$1,081,684.40	K-12 MATH &RLA (ASSESSEMNT,INSTRUCTION & TOOLBOX)	BUYBOARD APPROVED VENDOR CONTRACT #748-24	199-11-6248-00-851-24-	ELSAENRIQUEZ	ACADEMICS
17	08/25/2026	27002390	ALLEN TEINERT CONSTRUCTION	$1,029,056.33	DO NOT SEND TO VENDOR REPL PO#26000724- PHS AUDIT	RFP#24-26-2	693-81-6629-00-003-99-40124	BETHANYIBARRA	DISTRICT OPERATIONS
18	08/28/2026	27002623	LEE CONSTRUCTION & MAINTENANCE COMPANY	$815,968.57	RPL 26009856 CAMERON P1P2 -DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-105-99-65724 693-81-6629-00-105-99-65524 693-81-6629-00-105-99-65224	BETHANYIBARRA	DISTRICT OPERATIONS
19	08/26/2026	27002461	LEASE SERVICING CENTER INC	$806,110.00	LT PO - DISTRICT COPIERS - LEASE	SOURCEWELL AWARDED	199-71-6512-00-009-99-	KIMBERLYBYERS	FINANCE

ECISD PURCHASE ORDERS >=$100,000 REPORT

						CONTRACT #011620-NCL	199-71-6512-00-999-99-		
20	08/30/2026	27002632	PBK ARCHITECTS, INC	$724,933.18	RPLC 26003072 CTE A&E -DO NOT SEND TO VENDOR	ECISD AWARDED RFQ #24-13	693-81-6629-00-017-99-10024	BETHANYIBARRA	DISTRICT OPERATIONS
21	08/28/2026	27002625	SANDRA G LOPEZ	$655,451.61	RPL 26009188 REAGAN P1P2 -DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-118-99-65724 693-81-6629-00-118-99-65524 693-81-6629-00-118-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
22	08/30/2026	27002653	ALLEN TEINERT CONSTRUCTION	$582,548.00	RPLC 26008657 PHS ELECTRIC-DO NOT SEND TO VENDOR	BUYBOARD JOC 783-25	693-81-6629-00-003-99-65424	BETHANYIBARRA	DISTRICT OPERATIONS
23	08/30/2026	27002664	SANDRA G LOPEZ	$531,630.26	RPLC 26009859 CROCKETT P1P2 -DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-044-99-65424	BETHANYIBARRA	DISTRICT OPERATIONS
24	08/30/2026	27002646	GALLAGHER CONSTRUCTION COMPANY LP	$526,244.00	RPLC 26003114 VASQUEZ & CTE-DO NOT SEND TO VENDOR	RFQ 24-16	693-81-6629-00-049-99-50024 693-81-6629-00-017-99-10024	BETHANYIBARRA	DISTRICT OPERATIONS
25	08/27/2026	27002488	PARKHILL, SMITH & COOPER, INC.	$503,086.09	REPLACING PO#26008506 - DO NOT SEND TO VENDOR	RFQ 26-06	199-51-6299-BD-965-99-	BETHANYIBARRA	DISTRICT OPERATIONS
26	08/13/2026	27001796	AETNA LIFE INSURANCE COMPANY	$500,000.00	AETNA WEEKLY CLAIMS FOR RUNOFF PERIOD	DISTRICT GAP INS. ADMINISTRATION FEES	772-41-6499-00-978-99-	YOLANDAGORDON	BENEFITS/RISK MANAGEMENT
27	08/02/2026	27001380	TYLER TECHNOLOGIES INC	$484,976.00	LT: 2026-27 MUNIS/SUPPORT/MAINTANCE	1GPA COOP CONTRACT# 18-01PV-04	199-53-6248-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
28	08/30/2026	27002627	PARKHILL, SMITH & COOPER, INC.	$457,483.17	RPLC 26003009 TRANSPORTATION-DO NOT SEND TO VENDOR	RFQ 26-06	693-81-6629-00-986-99-63124	BETHANYIBARRA	DISTRICT OPERATIONS
29	08/27/2026	27002495	PETROPLEX OFFICE SUPPLY	$405,890.00	LT PO - DISTRICT COPIERS - MAINTENANCE	COOP CONTRACT DIR-CPO-5425	199-71-6512-00-009-99- 199-71-6512-00-999-99-	KIMBERLYBYERS	FINANCE
30	08/27/2026	27002478	METEOR EDUCATION, LLC	$404,302.69	RPL 26011180 TLC FURNITURE-DO NOT SEND TO VENDOR	REGION 10 ESC/EQUALIS GROUP	693-51-6397-00-002-99-30024 693-11-6399-00-002-11-30024 693-11-6299-00-002-11-30024 693-11-6397-00-002-11-30024 693-23-6397-00-002-99-30024 693-23-6399-00-002-99-30024 693-33-6399-00-002-99-30024 693-33-6397-00-002-99-30024	BETHANYIBARRA	DISTRICT OPERATIONS
31	08/27/2026	27002468	LIGHTS ON SOLUTIONS LLC	$400,999.56	RPLC 26012457 ELEM GENERATOR-DO NOT SEND TO VENDOR	ECISD AWARDED RFP 25-21SN	240-35-6639-00-974-99-	MARGARITACORRAL	SCHOOL NUTRITION
32	08/02/2026	27001389	NETSYNC NETWORK SOLUTIONS	$362,000.00	LONG TERM PO-FIBER LEASE 26-27	TEXAS DIR CONTRACT #DIR-TSO-5347	199-51-6259-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
33	08/17/2026	27001865	TRANE U.S. INC.	$357,375.00	BONHAM RTUS	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-042-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
34	08/27/2026	27002557	SANDRA G LOPEZ	$356,598.33	RPL26009857 SCHOOL NUTRITION-DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-974-99-65424	BETHANYIBARRA	DISTRICT OPERATIONS
35	08/30/2026	27002631	PBK ARCHITECTS, INC	$345,806.90	RPLC 26003071 VASQUEZ MS A&E-DO NOT SEND TO VENDOR	ECISD AWARDED RFQ #24-13	693-81-6629-00-049-99-50024	BETHANYIBARRA	DISTRICT OPERATIONS
36	08/14/2026	27001859	IMAGINE LEARNING LLC	$344,575.00	IMAGINE-EDGENUITY-BUYBOARD#748-24	BUYBOARD APPROVED VENDOR CONTRACT #748-24	199-11-6248-00-851-24-	ELSAENRIQUEZ	ACADEMICS
37	08/13/2026	27001775	SUMMIT K12 HOLDING INC	$311,555.00	SUMMIT K12	REGION 18 ESC	199-11-6248-89-875-24-	MIRIAMNAVARRETE	BILINGUAL EDUCATION
38	08/31/2026	27002671	FOCUS SCHOOL SOFTWARE LLC	$310,722.60	FOCUS SOFTWARE	ECISD AWARDED RFP #22-15	199-53-6248-00-972-99- 199-53-6411-00-972-99-	KASHUNTATHURMAN	INFORMATION SYSTEMS
39	08/24/2026	27002299	THE SEWELL FAMILY OF COMPANIES INC	$300,389.82	REPL FOR PO 26012799 MAINT VECHILES DO NOT MAIL	BUYBOARD APPROVED VENDOR CONTRACT #724-23,	199-51-6631-00-955-99-	RENNETTEFLORES	MAINTENANCE SERVICES

ECISD PURCHASE ORDERS >=$100,000 REPORT

40	08/27/2026	27002542	TERRACON CONSULTANTS INC	$286,999.36	RPLC 26002980 CTE -DO NOT SEND TO VENDOR	ECISD AWARDED VENDOR RFP #24-27	693-81-6629-00-017-99-10024	BETHANYIBARRA	DISTRICT OPERATIONS
41	08/02/2026	27001355	CURRICULUM ASSOCIATES LLC	$281,098.12	MAGNETIC READING-PSPPILOT\RLA	BUYBOARD APPROVED VENDOR CONTRACT #748-24	211-11-6399-00-851-24-21127 211-13-6299-00-851-24-21127 211-11-6394-00-851-24-21127	ELSAENRIQUEZ	ACADEMICS
42	08/27/2026	27002497	TRANE U.S. INC.	$280,475.00	RPL 26012833 HAYS RTU-DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-112-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
43	08/27/2026	27002496	TRANE U.S. INC.	$275,771.00	RPLC 26012694 W&Y RTU- DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	199-81-6639-00-965-99-	BETHANYIBARRA	DISTRICT OPERATIONS
44	08/30/2026	27002636	AMSTAR INC	$256,395.04	RPL26009839 SAM HOUSTON P1P2-DO NOT SEND TO VENDOR	TIPS CONTRACT 241001	693-81-6629-00-113-99-65524 693-81-6629-00-113-99-65624 693-81-6629-00-113-99-65224 693-81-6629-00-113-99-65724	BETHANYIBARRA	DISTRICT OPERATIONS
45	08/27/2026	27002498	TRANE U.S. INC.	$254,810.00	RPL 26012827 W&Y RTU-DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-045-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
46	08/18/2026	27001988	COLLEGE ENTRANCE EXAMINATION BOARD	$242,881.00	LT PO FOR COLLEGE BOARD 26-27	SOLE SOURCE	199-31-6339-50-881-38-	LIDIAVALENZUELA	ADVANCED ACADEMIC SERVICES
47	08/27/2026	27002558	PALMETTO AIR GROUP INC	$238,688.00	RPL26012671 VASQUEZ TEST BAL-DO NOT SEND TO VENDOR	TARRANT COUNTY PURCHASING COOP	693-81-6629-00-049-99-50024	BETHANYIBARRA	DISTRICT OPERATIONS
48	08/30/2026	27002650	MID-TEX OF MIDLAND INC	$219,162.95	RPLC 26003854 JROTC -DO NOT SEND TO VENDOR	ECISD AWARDED RFP 25-19	693-81-6629-00-861-99-40524	BETHANYIBARRA	DISTRICT OPERATIONS
49	08/18/2026	27001946	FIRST FINANCIAL ADMINISTRATORS	$210,000.00	METLIFE CRITICAL ILLNESS PAYMENT	INTERLOCAL AGREEMENT REGION 12 ESC	863-00-2153-29-000-00-	YOLANDAGORDON	BENEFITS/RISK MANAGEMENT
50	08/30/2026	27002651	MID-TEX OF MIDLAND INC	$202,760.00	RPLC 26012846 NTO P1P2 -DO NOT SEND TO VENDOR	RFP#24-31	693-81-6629-00-011-99-65224 693-81-6629-00-011-99-65524	BETHANYIBARRA	DISTRICT OPERATIONS
51	08/05/2026	27001556	FIRST FINANCIAL ADMINISTRATORS	$192,000.00	***LONG TERM PO VOLUNTARY TERM LIFE-STANDARD LIFE	INTERLOCAL AGREEMENT REGION 12 ESC	863-00-2153-12-000-00-	YOLANDAGORDON	BENEFITS/RISK MANAGEMENT
52	08/02/2026	27001375	REGION 18 EDUCATION SERVICE CENTER	$191,376.00	TCMPC -TEKS AND STAAR RESOURCES SYSTEM 2026-2027	REGION 18 ESC TL-09-TB	199-13-6239-00-851-11-	LAURAPEREZ	ADVANCED ACADEMIC SERVICES
53	08/27/2026	27002479	DAKTRONICS INC	$191,237.20	RPLC 26012817 RATLIFF AUDIO- DO NOT SEND TO VENDOR	BUYBOARD APPROVED VENDOR CONTRACT #765-25 & 678-22	199-51-6639-00-965-99-	BETHANYIBARRA	DISTRICT OPERATIONS
54	08/30/2026	27002662	HENTHORN COMMERCIAL CONSTRUCTION LLC	$188,037.69	RPLC 26010299 AUSTIN P1P2 -DO NOT SEND TO VENDOR	ECISD AWARDED RFP 25-24	693-81-6629-00-102-99-65524 693-81-6629-00-102-99-65724	BETHANYIBARRA	DISTRICT OPERATIONS
55	08/07/2026	27001646	LONE STAR LEARNING	$186,950.00	TEKSSASPRACTICE K-5-REG.18 COOP-	REGION 18 COOP AWARDED VENDOR	211-11-6248-00-851-24-21127	ELSAENRIQUEZ	ACADEMICS
56	08/27/2026	27002553	COMMAND COMMISSIONING LLC	$182,100.00	RPLC 26002981 CTE -DO NOT SEND TO VENDOR	ECISD AWARDED VENDOR RFQ 25-09	693-81-6629-00-017-99-10024	BETHANYIBARRA	DISTRICT OPERATIONS
57	08/28/2026	27002618	TRANE U.S. INC.	$179,867.86	RPL 26009838 TRAVIS RTU-DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-122-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
58	08/28/2026	27002617	TRANE U.S. INC.	$178,516.68	RPL 26012470 GONZALES RTU-DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-111-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
59	08/26/2026	27002427	CDW-G	$177,793.65	GOOGLE WORKSPACE RENEWAL 26-27	SOURCEWELL 121923- ECTOR COUNTY ISD (121923)	199-53-6394-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
60	08/24/2026	27002295	RODRIGUEZ DRYWALL & PAINT CO	$175,000.00	REPL FOR PO 26012798 GALE POND ALAMO DO NOT MAIL	ECISD AWARDED VENDOR RFP #22-38	199-51-6246-00-955-99-	RENNETTEFLORES	MAINTENANCE SERVICES
61	08/25/2026	27002397	IXL LEARNING	$168,000.00	8/6/26-8/6/27 SOFTWARE SUBSCRIPTION MATH&ELA	ALLIED STATES COOP CONTRACT #24-7491	199-11-6394-00-852-24-	CYNTHIASALAZAR	ACCNBLTY, ASMT & SCHL IMPL

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ECISD PURCHASE ORDERS >=$100,000 REPORT

62	08/27/2026	27002476	CONTROL TECHNOLOGIES INC	$158,675.00	RPL 26002750 OHS CON TECH-DO NOT SEND TO VENDOR	BUYBOARD APPROVED VENDOR CONTRACT #720-23	199-81-6639-00-002-99-	BETHANYIBARRA	DISTRICT OPERATIONS
63	08/24/2026	27002348	WELLSPRING TELEHEALTH	$152,000.00	LT RECURO MONTHLY SERVICE FEES	INTERLOCAL AGREEMENT REGION 12 ESC	772-41-6499-01-978-99-	YOLANDAGORDON	BENEFITS/RISK MANAGEMENT
64	08/06/2026	27001615	FIRST FINANCIAL ADMINISTRATORS	$150,000.00	AETNA HOSPITAL INDEMNITY PLAN	DISTRICT GAP INS. ADMINISTRATION FEES	863-00-2153-02-000-00-	YOLANDAGORDON	BENEFITS/RISK MANAGEMENT
65	08/24/2026	27002296	RODRIGUEZ DRYWALL & PAINT CO	$150,000.00	REPL FOR PO 26012844 JORDAN DO NOT MAIL	ECISD AWARDED VENDOR RFP #22-38	199-51-6246-00-955-99-	RENNETTEFLORES	MAINTENANCE SERVICES
66	08/27/2026	27002474	CONTROL TECHNOLOGIES INC	$148,220.40	RPL 26002642 NTO CON TECH-DO NOT SEND TO VENDOR	BUYBOARD APPROVED VENDOR CONTRACT #720-23	199-81-6639-00-011-99-	BETHANYIBARRA	DISTRICT OPERATIONS
67	08/14/2026	27001860	AGE OF LEARNING, INC.	$141,224.00	MY READING/MATH/ACADEMY LICENSE 27-26	REGION 18 AWARDED CONTRACT #R18-626-1609-319	211-13-6411-00-851-24-21127 211-11-6248-00-851-24-21127 211-13-6299-00-851-24-21127	ELSAENRIQUEZ	ACADEMICS
68	08/27/2026	27002467	NEXTGEN SECURITY	$140,498.25	RPLC 26012663 SN CAMERA PRJ-DO NOT SEND TO VENDOR	791 PURCHASING COOPERATIVE	240-35-6649-00-974-99-	MARGARITACORRAL	SCHOOL NUTRITION
69	08/30/2026	27002659	COMMAND COMMISSIONING LLC	$130,552.00	RPLC 26003118 VASQUEZ MS-DO NOT SEND TO VENDOR	ECISD AWARDED VENDOR RFQ 25-09	693-81-6629-00-049-99-50024	BETHANYIBARRA	DISTRICT OPERATIONS
70	08/13/2026	27001776	CURRICULUM ASSOCIATES LLC	$127,828.50	CURRICULUM ASSOCIATES LLC/ELLEVATION EDUCATION	BUYBOARD APPROVED VENDOR CONTRACT #748-24	199-11-6248-00-875-25-	MIRIAMNAVARRETE	BILINGUAL EDUCATION
71	08/05/2026	27001558	GRANDE COMMUNICATIONS	$122,000.00	LONG TERM PO- GRANDE -INTRN SERV DISTRIC/PAGEWOOD	TEXAS DIR CONTRACTS	199-51-6259-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
72	08/11/2026	27001773	NRG ENERGY INC	$120,000.00	LT PO ELECTRICITY - VASQUEZ	Public Utilities	199-51-6257-00-962-99-	KIMBERLYBYERS	FINANCE
73	08/27/2026	27002471	CDW-G	$119,212.38	RFP 25-14 PO 26009160 DO NOT SEND TO VENDOR	SOURCEWELL 121923- ECTOR COUNTY ISD (121923)	199-53-6639-38-864-99- 199-53-6248-38-864-99-	MARTHAALMAGUER	INFORMATION TECHNOLOGY
74	08/20/2026	27002208	SAMEGOAL INC	$119,179.13	LT SPED PAPERWORK JUL1-JUN30FY27 RS	TIPS CONTRACT #230504	224-11-6394-00-871-23-22427	ROMISCOWN	SPECIAL EDUCATION
75	08/27/2026	27002503	WENGER CORPORATION	$115,867.46	RPL 26009892 VASQUEZ CHOIR -DO NOT SEND TO VENDOR	BUYBOARD APPROVED VENDOR CONTRACT #619-20 #665-22	693-11-6299-00-049-99-50024 693-11-6397-00-049-99-50024	BETHANYIBARRA	DISTRICT OPERATIONS
76	08/27/2026	27002540	NEXTGEN SECURITY	$109,737.60	RPLC 26001377 VASQUEZ SECUR.-DO NOT SEND TO VENDOR	791 PURCHASING COOPERATIVE	693-81-6639-00-049-99-50024	BETHANYIBARRA	DISTRICT OPERATIONS
77	08/18/2026	27002033	MULTI-HEALTH SYSTEMS INC	$108,000.00	LT PO FOR NAGLIERI TESTS 26-27	BUYBOARD CONTRACT #762-25	199-31-6339-01-881-99-	LIDIAVALENZUELA	ADVANCED ACADEMIC SERVICES
78	08/25/2026	27002399	KRONOS INC.	$107,078.40	LONG TERM PO - KRONOS RENEWAL MTHLY	OMNIA MASTER AGREEMENT NO. 24-6833	199-53-6248-00-972-99-	KASHUNTATHURMAN	INFORMATION SYSTEMS
79	08/27/2026	27002499	TRANE U.S. INC.	$105,245.00	RPLC 26012692 NTO RTU-DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-011-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS
80	08/24/2026	27002284	CONTROL TECHNOLOGIES INC	$104,858.00	RPLC 26002755-BONHAM CONTROL SYSTEM UPGRADE	BUYBOARD APPROVED VENDOR CONTRACT #720-23	199-81-6639-00-042-99-	BETHANYIBARRA	DISTRICT OPERATIONS
81	08/14/2026	27001862	EXPLOROS INC	$103,838.00	S.S.GOLD PROGRAM WITH P-POSTEST	BUYBOARD AWARDED CONTRACT #692-23	211-13-6299-00-851-24-21127	ELSAENRIQUEZ	ACADEMICS
82	08/14/2026	27001824	CURRICULUM ASSOCIATES LLC	$103,200.00	K-12 MATH & RLA PD BUYBOARD#748-24	BUYBOARD APPROVED VENDOR CONTRACT #748-24	199-13-6299-00-851-24-	ELSAENRIQUEZ	ACADEMICS
83	08/28/2026	27002616	TRANE U.S. INC.	$100,594.54	RPL 26012693 GOLIAD RTU -DO NOT SEND TO VENDOR	U.S. COMMUNITIES CONTRACT OMNIA#3341	693-81-6639-00-110-99-65624	BETHANYIBARRA	DISTRICT OPERATIONS

ECISD PURCHASE ORDERS >=$100,000 REPORT

84	08/27/2026	27002475	CONTROL TECHNOLOGIES INC	$100,031.00	RPL 26002749 PHS CON TECH -DO NOT SEND TO VENDOR	BUYBOARD APPROVED VENDOR CONTRACT #720-23	199-81-6639-00-003-99-	BETHANYIBARRA	DISTRICT OPERATIONS

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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Keeley Boyer, Superintendent of Schools

FROM: Dr. Matthew Spivy, Chief Human Capital Officer

RE: Routine Personnel Report for August 2026

DATE: 8/31/2026

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
ALBA MEDINA MORENO	FIRST-ESL	CAMERON ELEMENTARY	8/4/2026
ALEXIS BATCHELOR	FIFTH GRADE (REG)	BUICE ELEMENTARY	8/4/2026
ALLISON JOSSELET	FIFTH GRADE (REG)	JOHNSON ELEMENTARY	8/4/2026
AMANDA GONZALEZ DE HERNANDEZ	FOURTH-BILINGUAL	NOEL ELEMENTARY	8/4/2026
ANA PARRENO MOMPO	THIRD-BILINGUAL	HAYS ELEMENTARY	8/4/2026
ANGELICA RUIZ	FIFTH GRADE (REG)	MILAM ELEMENTARY	8/4/2026
ANYELINE HERNANDEZ GARCIA	FRENCH	CAMERON ELEMENTARY	8/4/2026
ARELIA GUARDADO	SECOND-BILINGUAL	E K DOWNING ELEMENTARY	8/4/2026
BONEY MARTINEZ	FOURTH GRADE BILINGUAL	ZAVALA ELEMENTARY	8/4/2026
BONNIE PYRON	THIRD GRADE (REG)	ROSS ELEMENTARY	8/4/2026
BRAD HOLLAND	FOURTH GRADE (REG)	ALAMO ELEMENTARY	8/4/2026
BRAD REPASS	THIRD GRADE (REG)	JORDAN ELEMENTARY	8/4/2026
BRANDY YOUNTS	FIFTH GRADE (REG)	REAGAN ELEMENTARY	8/4/2026
BRIANNE WEST	FOURTH GRADE (REG)	ROSS ELEMENTARY	8/4/2026
BRITTER RONDEROS CHAVES	FIFTH-BILINGUAL	GOLIAD ELEMENTARY	8/4/2026
CARMEN APARICIO	KINDER-BILINGUAL	JORDAN ELEMENTARY	8/4/2026
CARMEN SANCHEZ	SECOND GRADE (REG)	CAVAZOS ELEMENTARY	8/4/2026
CAROLINE LACUESTA	THIRD GRADE (REG)	NOEL ELEMENTARY	8/4/2026
DAISY TORION	ELEM SPED-SPECIALIZED CLASSROOM	BUICE ELEMENTARY	8/4/2026
DALIA FLORES	PRE-KINDER (BILINGUAL)	NOEL ELEMENTARY	8/4/2026
DESTINY RATCLIFF	FIFTH GRADE (REG)	JOHNSON ELEMENTARY	8/4/2026
DESTINY WINTERS	THIRD GRADE (REG)	JOHNSON ELEMENTARY	8/4/2026
DIEGO ROMERO CAMPILLOS	FOURTH-BILINGUAL	PEASE ELEMENTARY	8/4/2026
FRANCISCO JOSE VICO WILLIAMS	THIRD-BILINGUAL	WEST ELEMENTARY	8/4/2026
FRANK VASQUEZ	FOURTH GRADE (REG)	ROSS ELEMENTARY	8/4/2026
GARA CRUZ FLORES	ELEMENTARY-P E	LAMAR EARLY EDUCATION CENTER	8/4/2026
GLENN ROMANO	ELEM SPED-SPECIALIZED CLASSROOM	SAN JACINTO ELEMENTARY	8/4/2026
GRACIE REYNA	THIRD-BILINGUAL	CAVAZOS ELEMENTARY	8/4/2026
HAILEY BELCOURT	FIRST GRADE (REG)	PEASE ELEMENTARY	8/4/2026
HANNAH FAITH BAGASANI	ELEM SPED-LD-CM-RESOURCE	ROSS ELEMENTARY	8/4/2026
HANNAH JONES	KINDER (REG)	STEM ACADEMY	8/4/2026
IVY CHRISTIAN	THIRD GRADE (REG)	ALAMO ELEMENTARY	8/4/2026
JACKYLYN SIALONGO	FOURTH GRADE (REG)	SAN JACINTO ELEMENTARY	8/4/2026
JEAN SALAS	FIFTH-BILINGUAL	JORDAN ELEMENTARY	8/4/2026
JESSICA ARGUELLO BRITO	FOURTH-BILINGUAL	SAM HOUSTON ELEMENTARY	8/4/2026
JESSICA KATAJIRI	THIRD-BILINGUAL	SAN JACINTO ELEMENTARY	8/4/2026
JOAN CANAR	ELEM SPED-LD-CM-RESOURCE	ZAVALA ELEMENTARY	8/4/2026
JOE ESTRADA	MUSIC	JOHNSON ELEMENTARY	8/4/2026
JUSTINE SEPULVEDA	ELEM SPED-LD-CM-RESOURCE	JORDAN ELEMENTARY	8/4/2026
KATHLEEN SHEEN GRUTA	ELEM SPED-SPECIALIZED CLASSROOM	BUICE ELEMENTARY	8/4/2026
LAURENCE RALPH SANCHEZ	ELEM SPED-LD-CM-RESOURCE	BLACKSHEAR MAGNET ELEMENTARY	8/4/2026
LORENA CAUDILLO	FOURTH GRADE (REG)	E K DOWNING ELEMENTARY	8/4/2026
LOVELLE PRIMELYN CAP-ATAN	ELEM SPED-SPECIALIZED CLASSROOM	BLACKSHEAR MAGNET ELEMENTARY	8/4/2026
MADELYN MINOZA	ELEM SPED-SPECIALIZED CLASSROOM	ZAVALA ELEMENTARY	8/4/2026
MARIA PAULINO REYNOSO	THIRD-BILINGUAL	JORDAN ELEMENTARY	8/4/2026
MARIELA INOA GARCIA	SECOND-BILINGUAL	CAVAZOS ELEMENTARY	8/4/2026
MELODY ANN AGUILAR	ELEM SPED-LD-CM-RESOURCE	SAN JACINTO ELEMENTARY	8/4/2026
NURIE YECPOT	MULTI GRADE (REG) 1-2-3	AUSTIN MONTESSORI ELEMENTARY	8/4/2026

PRINCESS ANN CANDELARIA	FIFTH GRADE (REG)	JORDAN ELEMENTARY	8/4/2026
RAMILIS DE LEON REYES	KINDER-BILINGUAL	NOEL ELEMENTARY	8/4/2026
REBECCA SILVA	SECOND GRADE (REG)	ALAMO ELEMENTARY	8/4/2026
ROCIO VERA DOMINGUEZ	THIRD-BILINGUAL	NOEL ELEMENTARY	8/4/2026
ROSA DUFFY	SECOND GRADE (REG)	ZAVALA ELEMENTARY	8/4/2026
SANDRA BENZVIDEZ	FOURTH GRADE (REG)	PEASE ELEMENTARY	8/4/2026
SANDRA GIL DE GOMEZ ARPON	SECOND-BILINGUAL	NOEL ELEMENTARY	8/4/2026
SARAH MONTALES	SECOND GRADE (REG)	BUICE ELEMENTARY	8/4/2026
SHEILA ARMSTRONG WILSON	THIRD GRADE (REG)	REAGAN ELEMENTARY	8/4/2026
STACIE PRUITT	FOURTH GRADE (REG)	STEM ACADEMY	8/4/2026
SUSAN HENDRICKS	FOURTH GRADE (REG)	STEM ACADEMY	8/4/2026
TERESA ESPARZA	PRE-KINDER (BILINGUAL)	NOEL ELEMENTARY	8/4/2026
TODD BERRIDGE	ITINERANT STRINGS MUSIC	FINE ARTS	8/4/2026
VANESSA NEVAREZ	SECOND GRADE (REG)	HAYS ELEMENTARY	8/4/2026
WENDY TOVAR	ELEMENTARY-ART	PEASE ELEMENTARY	8/4/2026
YISED CASALLAS MORALES	FIRST GRADE BILINGUAL	E K DOWNING ELEMENTARY	8/4/2026
ZARA JANE MARALIT	KINDER (REG)	BUICE ELEMENTARY	8/4/2026
MARIA RUBIO	READ/DYSLEXIA INT ELEMENTARY	ITINERANT 504 DYSLEXIA	8/4/2026
CRYSTAL PENA	READ/DYSLEXIA INT ELEMENTARY	ITINERANT 504 DYSLEXIA	8/4/2026

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
CATHERINE CHASTAIN	SPED/COACH	VASQUEZ MIDDLE SCHOOL	8/4/2026
ALEXANDRA ENGLISH	ENGLISH/LANGUAGE ARTS/READING	VASQUEZ MIDDLE SCHOOL	8/4/2026
TYRONE MCKINNEY	PE-COACH	VASQUEZ MIDDLE SCHOOL	8/4/2026
JAYLEN TRYON	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2026
MICHAELA WISDOM	ART	VASQUEZ MIDDLE SCHOOL	8/4/2026
KAYLEE DAVIS	MATH/COACH	VASQUEZ MIDDLE SCHOOL	8/4/2026
DANIEL HUNTER	AVID/COACH	BOWIE MIDDLE SCHOOL	8/4/2026
REGAN WALTERS	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/4/2026
NATHAN LAMB	SOCIAL STUDIES COACH	ODESSA HIGH SCHOOL	8/4/2026
VICTORIA VASQUEZ	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2026
NAEMA SUC	FRENCH	PERMIAN HIGH SCHOOL	8/4/2026
IZAIHA BUSH	SOCIAL STUDIES COACH	PERMIAN HIGH SCHOOL	8/4/2026
GREGGORY PAXTON	ART	STEM ACADEMY	8/4/2026
MARRISA COFFING	HEALTH COACH	VASQUEZ MIDDLE SCHOOL	8/4/2026
LAUREANA TORRES	ENGLISH/LANGUAGE ARTS/READING	VASQUEZ MIDDLE SCHOOL	8/4/2026
GILBERT RAMIREZ	SOCIAL STUDY COACH	PERMIAN HIGH SCHOOL	8/4/2026
ANGELIKA HALE	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2026
BLAYNE PORRAS	PE-COACH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2026
RAHNDA MCQUEEN	SOCAL STUDIES	VASQUEZ MIDDLE SCHOOL	8/4/2026
MARIA CASTOR	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/4/2026
YVONNE WOOD	DPT HD/ENGISH	VASQUEZ MIDDLE SCHOOL	8/4/2026
ADRIANNE HANKS	AVID/COACH	VASQUEZ MIDDLE SCHOOL	8/4/2026
BRITTANY RIMER	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/4/2026
MONIKA RAJ	MATH	PERMIAN HIGH SCHOOL	8/4/2026
JEANETTE NAVARRETE	SPANISH	VASQUEZ MIDDLE SCHOOL	8/4/2026
SAMANTHA BRIDGES	MATH	CROCKETT MIDDLE SCHOOL	8/4/2026
JESSE RODRIGUEZ	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2026
ABIGAIL GLASSCOCK	MATH	VASQUEZ MIDDLE SCHOOL	8/4/2026
KATELYNN STICE	BUSINESS/COACH	PERMIAN HIGH SCHOOL	8/4/2026
CHRISTINA AMADO	MATH	VASQUEZ MIDDLE SCHOOL	8/4/2026
KWABENA GYAMFI	SPED-SC SECONDARY	VASQUEZ MIDDLE SCHOOL	8/4/2026
AMAVILIA GALINDO	SOCIAL STUDIES	VASQUEZ MIDDLE SCHOOL	8/4/2026
CARLEY MCQUEEN	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2026
CRISTINA FLORES	MATH	CROCKETT MIDDLE SCHOOL	8/4/2026
CATARINA TAVAREZ	HEALTH SCIENCE TECH	ADVANCED TECHNICAL CENTER	8/4/2026
PEYTON RUSSELL	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/4/2026
AMBER HARRIS	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/4/2026
AMBER CASTELLON	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2026
WILLIAM HALFORD	AUTO MECHANICS	ADVANCED TECHNICAL CENTER	8/4/2026
LAURA TRAVIS	MATH	CROCKETT MIDDLE SCHOOL	8/10/2026
CAMERON HURD	PE-COACH	VASQUEZ MIDDLE SCHOOL	8/4/2026
VANESSA BAEZA	HEALTH-COACH	NIMITZ MIDDLE SCHOOL	8/4/2026
CALEB JOHNSON	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/4/2026
CHIOMA IBE	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2026

RANDY SMITH	BUSINESS/COACH	PERMIAN HIGH SCHOOL	8/4/2026
BRITTANY ETHERTON	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2026
NOAH EPLEY	MULTI-ANIM/COACH	ODESSA HIGH SCHOOL	8/4/2026
LEANNA DAVIS	SPED-SC SECONDARY	BONHAM MIDDLE SCHOOL	8/4/2026
JASMINE GARCIA	SOCIAL STUDY COACH	ECTOR MIDDLE SCHOOL	8/4/2026
ELISSA EASLEY	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/4/2026
OLIVIA RAYOS	BUSINESS EDUCATION	ODESSA HIGH SCHOOL	8/4/2026
ROSA GLOVER	SCIENCE	ODESSA HIGH SCHOOL	8/4/2026
SYLVIA SUCHIL	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/4/2026
HESTON EDWARDS	BUSINESS/COACH	PERMIAN HIGH SCHOOL	8/4/2026
WILLIAM MATTHEWS	SOCIAL STUDY COACH	PERMIAN HIGH SCHOOL	8/4/2026
NORRIN HODGSON	BANK DIR-ASST	VASQUEZ MIDDLE SCHOOL	8/4/2026
JAYLIN JACKSON-POSEY	BUSNIESS/COACH	PERMIAN HIGH SCHOOL	8/4/2026
GABRIELA RAMIREZ	ENGLISH	ODESSA HIGH SCHOOL	8/4/2026
LAUREN RODRIGUEZ	SCIENCE COACH	BONHAM MIDDLE SCHOOL	8/4/2026
JERRY GILLIAN	MATH	PERMIAN HIGH SCHOOL	8/4/2026
WILLIAM HALFORD	AUTO MECHANICS	ADVANCED TECHNICAL CENTER	8/4/2026
REBECCA DEANDA	ROBOTICS - MS	VASQUEZ MIDDLE SCHOOL	8/4/2026
CRYSTAL NAVARRETTE	HEALTH SCIENCE TECH	NEW TECH ODESSA	8/4/2026
MANUEL GARCIA	SPED 18 PLUS-SC SECONDARY	ODESSA HIGH SCHOOL	8/4/2026
CANDICE ROUGEAUX	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/4/2026
AUDREY JOHNSON	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/4/2026
MARTEIS ROGERS	SOCIAL STUDY COACH	NIMITZ MIDDLE SCHOOL	8/19/2026
BETHANY JONES	SCIENCE	VASQUEZ MIDDLE SCHOOL	8/4/2026
STACY KING	ENGLISH	ODESSA HIGH SCHOOL	8/4/2026
CYNTHIA MENDOZA	HEALTH-SCIENCE TECH	ADVANCED TECHNICAL CENTER	8/4/2026
ANIEL ASAKAWA	ART	VASQUEZ MIDDLE SCHOOL	8/4/2026
PACY GOMEZ	BUSINESS EDUCATION	ODESSA HIGH SCHOOL	8/4/2026
ARACELI DARDEN	ENGLISH	ODESSA HIGH SCHOOL	8/4/2026
SIERRA CHAVEZ	ENGLISH/LANGUAGE ARTS/READING	VASQUEZ MIDDLE SCHOOL	8/7/2026
GABRYEL YBARRA	BUSINESS EDUCATION	ODESSA HIGH SCHOOL	8/7/2026
LONDON VEGA	TEEN LEADERSHIP/COACH	ECTOR MIDDLE SCHOOL	8/4/2026
DAVID RODRIGUEZ	CHOIR ASST-HS	PERMIAN HIGH SCHOOL	8/4/2026
VICTOR JACKS	SOCIAL STUDY COACH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2026
COLIN SCHUEREN	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/6/2026
RAMON ESPELETA	PHYICAL ED	ALTERNATIVE EDUCATION CENTER	8/12/2026
ALEXIS CHAVEZ	SCIENCE	ODESSA HIGH SCHOOL	8/10/2026
VERONICA KING	BUSINESS COACH	WILSON & YOUNG MIDDLE SCHOOL	8/7/2026
BRIDGET LEVARIO	AVID TEACHER SECONDARY	PERMIAN HIGH SCHOOL	8/12/2026
RYAN WILLIS	FAMILY CONSUMER SCIENCE	ADVANCED TECHNICAL CENTER	8/11/2026
SOHILA ABDELLATIF	THEATRE ARTS	VASQUEZ MIDDLE SCHOOL	8/13/2026
TYLER SIEGRIST	ART	ALTERNATIVE EDUCATION CENTER	8/14/2026
SARA JANE AGDIPA	ENGLISH	ODESSA HIGH SCHOOL	8/10/2026
NOEMI CUEVAS DE CHACON	SPANISH	BONHAM MIDDLE SCHOOL	8/13/2026
SREE VENU MADHA KAZA	MATH	ODESSA HIGH SCHOOL	8/13/2026
STEPHANIE CRISWELL	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/20/2026
AMY GARCIA	SPED INC/RES	NIMITZ MIDDLE SCHOOL	8/24/2026
COLE BRANNAN	PE-COACH	NEW TECH ODESSA	8/19/2026
TERENCIO DAISOG	SPED-SC SECONDARY	PERMIAN HIGH SCHOOL	8/4/2026
REINADANICA CANONIGO	MATH	VASQUEZ MIDDLE SCHOOL	8/4/2026
JOANIE DOMINGO	MATH	VASQUEZ MIDDLE SCHOOL	8/4/2026
RIA SABINADA	SPED INC/RES SECONDARY	ODESSA HIGH SCHOOL	8/4/2026
RONALD INIEGO	SCIENCE	ODESSA HIGH SCHOOL	8/4/2026
YSABELLE CANAPIT	SCIENCE	ODESSA HIGH SCHOOL	8/4/2026
MARILOU BALAOING	SCEINCE	VASQUEZ MIDDLE SCHOOL	8/4/2026
KIMBERLY ANNE TOLOP	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2026
MARIBEL BARRERA FRACICIA	SPANISH	CROCKETT MIDDLE SCHOOL	8/4/2026
CELLIN CABER	SCEINCE	PERMIAN HIGH SCHOOL	8/4/2026
WILFREDO MANADAY	MATH	ODESSA HIGH SCHOOL	8/4/2026
MARIQUIN NAJITO	SPED INC/RES SECONDARY	VASQUEZ MIDDLE SCHOOL	8/4/2026
BELLY IOGT	SPED INC/RES SECONDARY	ODESSA HIGH SCHOOL	8/4/2026
ROZL ANGELA ARREGLADO	MATH	NEW TECH ODESSA	8/4/2026
ANA ROSE ORIAS	MATH	PERMIAN HIGH SCHOOL	8/4/2026
EDWARD MIRANDA	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2026
NICOLAS CRISPO	MATH	PERMIAN HIGH SCHOOL	8/4/2026
ANNE KRISTINE JOSE	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2026

RICHARD DE GUZMAN	MATH	PERMIAN HIGH SCHOOL	8/4/2026
JAYSON PINTOR	MATH	PERMIAN HIGH SCHOOL	8/4/2026
CHARISSE SANORIA	SPED INC/RES SECONDARY	VASQUEZ MIDDLE SCHOOL	8/4/2026
MAY IRRA LUCERO	ENGLISH/LANGUAGE ARTS/READING	VASQUEZ MIDDLE SCHOOL	8/4/2026
JOSEPH ALMARIO	MATH	VASQUEZ MIDDLE SCHOOL	8/4/2026
JENNYLYN ESPARES BARQUEZ	ENGLISH-COACH	CROCKETT MIDDLE SCHOOL	8/4/2026
MARICA NILDA ESLABON	ENGLISH	NEW TECH ODESSA	8/4/2026
RIZALYN DURATO	SPED INC/RES SECONDARY	PERMIAN HIGH SCHOOL	8/4/2026
DONNY MAE BALACANAO	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2026
CHERY ANN GOROSPE	MATH	ODESSA HIGH SCHOOL	8/4/2026
LANCE GOSIOCO	SCIENCE	ODESSA COLLEGIATE ACADEMY	8/4/2026
KATHYLENE LUCASIA	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2026
ARNAU MILLAN	SPANISH	PERMIAN HIGH SCHOOL	8/4/2026
MARY JANE BLANCAFLOR	SCIENCE	ODESSA HIGH SCHOOL	8/4/2026
EDWARD HERNANDEZ	MATH	BONHAM MIDDLE SCHOOL	8/27/2026
ARRIANA VELASQUEZ	MIDDLE SCHOOL ASSISTANT CHOIR DIRECTOR	VASQUEZ MIDDLE SCHOOL	8/25/2026
RAYMUNDO MARITNEZ	ISS TEACHER	ODESSA HIGH SCHOOL	8/25/2026
LAVANYA LOUISRAJ	SCIENCE	ALTERNATIVE EDUCATION CENTER	8/17/2026

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
YADHIRA GUTIERREZ	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2026
TAYLOR MUSICK	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2026
MICA GOBER	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2026
BRIA MAXEY	ADVANCED ACADEMICS SPECIALIST	ADVANCED ACADEMICS	8/4/2026
ISELA AGUNDIS	INSTRUCTIONAL SPECIALIST	BUDDY WEST	8/4/2026
LESLY MADALENO	INSTRUCTIONAL SPECIALIST	ECTOR MS	8/4/2026
MELISSA JOHNSON	INSTRUCTIONAL SPECIALIST	BURNET	8/4/2026
KRISTIN LEE	ADMIN INTERN	WILSON & YOUNG	8/3/2026
ROCKY PHILLIPS	INSTRUCTIONAL SPECIALIST	PEACE	8/4/2026
SHELLY FRANK	VIRTUAL SPEECH PATHOLOGIST	REGIONAL DEAF SCHOOL	8/4/2026
SEPTEMBER GARRETT	INSTRUCTIONAL COACH	CAVAZOS ELEMENTARY	8/17/2026
BREONNA WILLIAMS	POLICE OFFICER	DISTRICT POLICE	8/17/2026
CAMERON LIMON	POLICE OFFICER	DISTRICT POLICE	8/7/2026

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
KIMBERLY GREEN	ELEM-MULTI CLASSROOM	FLY ELEMENTARY	8/5/2026
ROSA DUFFY	SECOND GRADE (REG)	ZAVALA ELEMENTARY	8/11/2026

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
JULIE CANTY	DYSLEXIA	DYSLEXIA	8/17/2026
LADARIUS SLIDER	PHYSICAL EDUCATION	WILSON & YOUNG MIDDLE SCHOOL	8/14/2026
DAVID AMBROSE	AUTO TECHNICIAN	ADVANCED TECHNICAL CENTER	8/25/2026
MARY RAMIREZ	SPECIAL EDUCATION INCLUSION/RESOURCES	ODESSA HIGH SCHOOL	8/24/2026

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Keeley Boyer, Superintendent of Schools
FROM: Dr. Matthew Spivy, Chief Human Capital Officer
RE: Information Report for September 2026
DATE: 9/15/2026

ADDED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPLEMENTAL PAY PLAN		
GROUP	**POSITION CHANGE**	**STIPEND/PAY CHANGE**
Administrative Professionals	Supervisor - Purchasing to Coordinator - Purchasing	Title Change only

RECLASSIFIED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPLEMENTAL PAY PLAN		
GROUP	**POSITION CHANGE**	**STIPEND/PAY CHANGE**

REMOVED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPLEMENTAL PAY PLAN		
GROUP	**POSITION CHANGE**	**STIPEND/PAY CHANGE**