

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
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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 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

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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 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

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	Oct	Jan	Mar	May
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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.

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

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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.

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			
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	Formative			Summative
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Strategy 3 Details		Reviews			
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		Formative			Summative
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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.

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.

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			
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 discipline. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 discipline. 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	Formative			Summative
	Oct	Jan	Mar	May
 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.

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			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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.

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.

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 retention data

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.