

Ector County Independent School District

Vasquez Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



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



We Strike with Purpose!

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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, 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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 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.

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

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

 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.

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

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

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			
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	Formative			Summative
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Strategy 2 Details	Reviews			
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	Formative			Summative
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 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
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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				

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 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.

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 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.

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			
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	Formative			Summative
	Oct	Jan	Mar	May

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

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
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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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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.

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				

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 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.

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				

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				
 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				

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 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				

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

 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.