

Ector County Independent School District

DAEP

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Guide, Nurture, and Empower

all students to commit to academics and restorative practices to live a successful life at their fullest potential.

Vision

Transform all student into resilient citizens and life-long learners imbued with social and global skills and restorative practices to overcome all of life's challenge.

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 59

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, AEC students participating in i-Ready Reading will demonstrate measurable academic growth from BOY to EOY, with at least 60% of students meeting or exceeding their individual Typical Growth target.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: i-Ready BOY, MOY, and EOY Diagnostic Reports; i-Ready growth reports; student academic entry snapshots; PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
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Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

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Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: i-Ready BOY, MOY, and EOY Diagnostic Reports; i-Ready growth reports; student academic entry snapshots; PLC progress-monitoring data.

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 No Progress
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of AEC English I EOC testers achieving Meets Grade Level or above will increase from 12% to 17%, while the percentage achieving Approaches Grade Level or above will increase from 32% to 37%.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: English I STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

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Performance Objective 3 Problem Statements:

Demographics
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Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of AEC English II EOC testers achieving Meets Grade Level or above will increase from 23% to 28%, while the percentage achieving Approaches Grade Level or above will increase from 38% to 43%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: English II STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, the percentage of AEC Algebra I EOC testers achieving Meets Grade Level or above will increase from 5% to 10%, while the percentage achieving Approaches Grade Level or above will increase from 32% to 37%.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Algebra I STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, the percentage of AEC Biology EOC testers achieving Meets Grade Level or above will increase from 33% to 38%, while maintaining at least 78% at Approaches Grade Level or above.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Biology STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, the percentage of AEC U.S. History EOC testers achieving Meets Grade Level or above will increase from 40% to 45%, while maintaining at least 70% at Approaches Grade Level or above.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: U.S. History STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 8: By May 2027, the percentage of students performing at the Meets Grade Level or above on 6th-8th Reading STAAR will increase from 13% to 18%.

Reading Meets: 6th RLA: 7%, 7th RLA: 21%, and 8th RLA: 12%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: 6th-8th Reading STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 9: By May 2027, the percentage of students performing at the Meets Grade Level or above on 6th-8th Math STAAR will increase from 2% to 7%.

Math Meets: 6th Math Meets: 0%, 7th Math Meets: 0%, and 8th Math Meets: 6%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: 6th- 8th Math STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 10: By May 2027, the percentage of students performing at the Meets Grade Level or above on 8th Grade Social Studies STAAR will increase from 3% to 8%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: 8th Social Studies STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 11: By May 2027, the percentage of students performing at the Meets Grade Level or above on 8th Grade Science STAAR will increase from 0% to 5%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: 8th Science STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff, Principal, and Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, AEC student daily attendance will increase from 82.7% to 88%, demonstrating progress toward the district target of 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Daily attendance rate, chronic absenteeism, student-level attendance reports, parent contact documentation, attendance intervention records, and placement completion data.

Strategy 1 Details	Reviews			
Strategy 1: Early Attendance Intervention: AEC will monitor attendance regularly to identify absences, tardies, early checkouts, and emerging attendance patterns and provide timely student and family interventions. Strategy's Expected Result/Impact: Regular review of attendance data will allow staff to identify patterns of absences, tardies, and early checkouts and provide timely interventions, resulting in improved daily attendance and reduced chronic absenteeism. Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Principal Problem Statements: Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student & Family Engagement: AEC will strengthen attendance through parent communication, student goal setting, attendance incentives, counseling/CIS supports, transportation coordination, and individualized interventions for students demonstrating attendance concerns. Strategy's Expected Result/Impact: Consistent family communication, student goal setting, attendance incentives, counseling/CIS support, transportation coordination, and individualized interventions will address barriers to attendance and increase consistent student participation and successful placement completion. Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
School Culture and Climate
Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. Root Cause: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.
Family and Community Engagement
Problem Statement 2: Student attendance of 78.6% and chronic absenteeism of 50.1% indicate a need to strengthen family partnerships around attendance and student engagement. Root Cause: Families need consistent, proactive communication regarding attendance, academic progress, behavior, available supports, and expectations throughout the student's placement rather than only when concerns arise.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, AEC will decrease exclusionary disciplinary infractions from 923 to 800 or fewer.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals, exclusionary disciplinary infractions, repeat-offender data, behavior intervention documentation, restorative-practice data, Panorama student data, and MTSS/re-entry information.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree & Restorative Practices: AEC will consistently implement the Be Safe, Be Respectful, and Be Responsible expectations through explicit teaching, positive reinforcement, restorative practices, relationship building, and consistent responses to behavior. Strategy's Expected Result/Impact: Consistent implementation of Be Safe, Be Respectful, and Be Responsible, positive reinforcement, and restorative practices will strengthen student accountability, relationships, and decision-making while reducing exclusionary disciplinary incidents and instructional disruptions. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Teachers Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted Behavioral Intervention: AEC administration, counselors, CIS, behavior support staff, and teachers will use discipline and student-support data to identify students demonstrating repeated behavioral concerns and provide individualized interventions, counseling, restorative supports, and progress monitoring. Strategy's Expected Result/Impact: Early identification of students demonstrating repeated behavioral concerns and implementation of individualized behavioral, counseling, restorative, and MTSS supports will reduce repeated referrals and exclusionary discipline while increasing successful placement completion and re-entry. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause:** Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause:** Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Reduce the percentage of repeat offenders from 39.16% to 34.16% by May 2027.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals, exclusionary disciplinary infractions, repeat-offender data, behavior intervention documentation, restorative-practice data, Panorama student data, and MTSS/re-entry information.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree & Restorative Practices: AEC will consistently implement the Be Safe, Be Respectful, and Be Responsible expectations through explicit teaching, positive reinforcement, restorative practices, relationship building, and consistent responses to behavior. Strategy's Expected Result/Impact: Consistent implementation of Be Safe, Be Respectful, and Be Responsible, positive reinforcement, and restorative practices will strengthen student accountability, relationships, and decision-making while reducing exclusionary disciplinary incidents and instructional disruptions. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Teachers Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted Behavioral Intervention: AEC administration, counselors, CIS, behavior support staff, and teachers will use discipline and student-support data to identify students demonstrating repeated behavioral concerns and provide individualized interventions, counseling, restorative supports, and progress monitoring. Strategy's Expected Result/Impact: Early identification of students demonstrating repeated behavioral concerns and implementation of individualized behavioral, counseling, restorative, and MTSS supports will reduce repeated referrals and exclusionary discipline while increasing successful placement completion and re-entry. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause:** Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause:** Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, AEC will increase the percentage of eligible high school students making progress toward College, Career, or Military Readiness, as measured through CCMR indicators, credit attainment, credit recovery completion, graduation planning, and collaboration with home campuses.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Credit reports, graduation plans, Edgenuity/credit recovery completion, EOC status, CCMR data, course completion, and re-entry documentation.

Strategy 1 Details	Reviews			
Strategy 1: Individual Graduation/CCMR Review: AEC counselors will review each high school student's credits, graduation plan, EOC status, current courses, credit recovery needs, and available CCMR indicators to identify opportunities for continued progress during the student's placement. Strategy's Expected Result/Impact: Students' graduation and CCMR needs will be identified early in their AEC placement, allowing staff to provide targeted support for credit completion, EOC requirements, graduation progress, and available CCMR opportunities. This will help students remain on track for graduation and increase progress toward CCMR readiness. Staff Responsible for Monitoring: Guidance Counselor and Principal Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Credit Recovery & Home-Campus Coordination: AEC will provide district-approved credit recovery opportunities and collaborate with home-campus counselors to monitor course completion, graduation requirements, and CCMR opportunities so students remain on track during and after their AEC placement. Strategy's Expected Result/Impact: Students will maintain academic progress during their AEC placement through access to credit recovery and ongoing coordination with home campuses. Increased monitoring of course completion, graduation requirements, and CCMR opportunities will help students recover credits, remain on track for graduation, and continue progress toward CCMR readiness after returning to their home campus. Staff Responsible for Monitoring: Guidance Counselor and Principal Problem Statements: School Organization 1, 2 - Technology 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement. Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. Root Cause: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year. Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. Root Cause: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.
Curriculum, Instruction, and Assessment
Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. Root Cause: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.
School Organization
Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. Root Cause: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry. Problem Statement 2: The campus serves Kindergarten through Grade 12, in addition to supporting educational services for students at the Ector County Youth Center, creating a broad range of instructional, behavioral, operational, and developmental needs. Root Cause: A single administrative and instructional structure must coordinate elementary, middle school, high school, special programs, DAEP requirements, and Youth Center services, requiring clearly defined systems, responsibilities, and communication protocols.
Technology
Problem Statement 1: AEC students require consistent access to technology and district-approved digital instructional programs to maintain continuity of instruction during temporary DAEP placements. Root Cause: Students transition between home campuses, AEC, and in some cases the Youth Center, requiring technology systems and instructional platforms that allow academic work and progress to continue across settings. Problem Statement 2: Technology must support individualized instruction, intervention, credit recovery, assessment, and progress monitoring across a K-12 population with varying academic needs. Root Cause: The wide range of grade levels, courses, credit needs, and student entry points requires teachers to effectively integrate district technology resources into daily instruction rather than relying on technology primarily for independent student work.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, AEC will increase its teacher retention from the 2025-26 baseline of to .

Evaluation Data Sources: HR retention data, Panorama, mentoring documentation, staff feedback, exit/transfer data.

Strategy 1 Details	Reviews			
Strategy 1: New Teacher Mentoring and On boarding: AEC will provide structured on boarding, mentoring, classroom-management support, and ongoing check-ins for beginning and newly assigned teachers, with additional support addressing the specialized instructional and behavioral needs of the DAEP setting. Strategy's Expected Result/Impact: Beginning and newly assigned teachers will receive consistent mentoring, on boarding, and classroom support, resulting in increased teacher confidence, effectiveness, job satisfaction, and retention. Staff Responsible for Monitoring: Principal, Assistant Principals, New Teacher Mentors Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff Support and Professional Growth: Campus leadership will provide regular feedback, recognition, professional growth opportunities, and opportunities for staff voice to strengthen teacher efficacy, well-being, and retention. Strategy's Expected Result/Impact: Regular feedback, recognition, professional growth opportunities, and staff voice will strengthen staff well-being, efficacy, engagement, and commitment to AEC. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. Root Cause: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Staff Quality, Recruitment, and Retention
Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. Root Cause: Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems. Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. Root Cause: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 80% of observed classrooms will demonstrate consistent implementation of identified Get Better Faster instructional practices, as measured through campus walkthrough and coaching data.

Evaluation Data Sources: Walkthrough data, TTESS observations, coaching documentation, student work, lesson plans and quarterly instructional trend reviews.

Strategy 1 Details	Reviews			
Strategy 1: Focused Walkthroughs and Feedback: Campus administrators will conduct a minimum of 10 focused walkthroughs per week and provide timely feedback aligned with GBF, TEKS-aligned rigor, checks for understanding, student engagement, and identified campus instructional priorities. Strategy's Expected Result/Impact: Consistent walkthroughs and timely, actionable feedback will increase implementation of high-leverage GBF instructional practices, TEKS-aligned rigor, student engagement, and effective checks for understanding. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Staff Quality, Recruitment, and Retention 1, 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Job-Embedded Coaching: Teachers will participate in differentiated coaching cycles based on walkthrough, observation, student achievement, and individual teacher-development data, with additional support provided to beginning teachers. Strategy's Expected Result/Impact: Differentiated coaching based on teacher and student data will strengthen instructional practices, increase teacher capacity, and improve the consistency and quality of Tier I instruction. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Staff Problem Statements: Staff Quality, Recruitment, and Retention 1, 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. Root Cause: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Staff Quality, Recruitment, and Retention
Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. Root Cause: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of core-content teachers will participate in regularly scheduled PLCs that demonstrate documented use of assessment data, student work, TEKS analysis, instructional planning, and progress monitoring to improve instruction.

Evaluation Data Sources: PLC agendas/minutes, data-analysis documentation, curriculum meeting information, student work, common assessments and walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Data-Driven PLC Cycle: PLCs will analyze district assessments, i-Ready, STAAR/EOC, common formative assessments and student work to identify priority TEKS, determine instructional responses and monitor student progress. Strategy's Expected Result/Impact: Consistent analysis of assessment data, student work, and priority TEKS will allow teachers to identify learning gaps, adjust instruction, provide targeted interventions, and improve student academic growth and mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads Problem Statements: Curriculum, Instruction, and Assessment 1, 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Curriculum Alignment and Teacher Capacity: AEC's elementary and secondary curriculum representatives will participate in district curriculum meetings and communicate curriculum updates, assessment expectations, resources, and best practices through campus PLCs. Strategy's Expected Result/Impact: Participation in district curriculum meetings and consistent communication through PLCs will strengthen alignment to ECISD curriculum, TEKS, assessments, instructional expectations, and evidence-based practices across AEC classrooms. Staff Responsible for Monitoring: Principal, Assistant Principals, Elementary & Secondary Curriculum Representatives/PLC Leads Problem Statements: Curriculum, Instruction, and Assessment 1, 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 3: 22.4% of AEC students are Emergent Bilingual, while only 4.9% of teachers are assigned to Bilingual/ESL programs. **Root Cause:** Teachers need additional training, resources, and embedded instructional strategies to consistently incorporate language supports and ELPS into content-area instruction.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, AEC instructional staff favorable responses in Panorama Professional Learning will increase from 56% to 65%.

Evaluation Data Sources: Panorama Professional Learning, PD participation, walkthroughs, coaching records, PLC documentation and teacher feedback.

Strategy 1 Details	Reviews			
Strategy 1: Targeted Professional Learning: AEC staff will participate in differentiated professional learning based on campus and individual staff needs, including Region 18 Restorative Practices, Get Better Faster, de-escalation, Emergent Tree implementation, curriculum/TEKS alignment, and instructional practices appropriate for the alternative education setting. Strategy's Expected Result/Impact: Staff will increase their capacity to implement restorative, relationship-centered, and instructional practices that strengthen classroom management, student engagement, belonging, and academic learning while reducing instructional disruptions. Staff Responsible for Monitoring: Principal and Assistant Principals Problem Statements: Demographics 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implementation and Coaching: Campus leadership will support implementation of professional learning through modeling, PLCs, coaching, walkthrough feedback, and ongoing opportunities for staff to practice and reflect on restorative and instructional strategies. Strategy's Expected Result/Impact: Follow-up through PLCs, coaching, modeling, walkthrough feedback, and opportunities for practice will increase implementation of professional learning in daily classroom practices and improve staff perceptions of the relevance and effectiveness of professional development. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads Problem Statements: Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause:** Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

School Culture and Climate

Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. **Root Cause:** Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, AEC Student Sense of Belonging, as measured by Panorama, will increase from 29% to 40%.

Evaluation Data Sources: Panorama Belonging and Connectedness, student surveys, student advisory feedback, counseling/CIS participation and student goal-setting documentation.

Strategy 1 Details	Reviews			
Strategy 1: Restorative Practices and Relationship Building: AEC will implement restorative practices learned through Region 18 professional development to strengthen student-adult relationships, build community, increase student voice and belonging, repair harm, and restore relationships following conflict. Strategy's Expected Result/Impact: Students will develop stronger relationships with adults and peers, have increased opportunities for voice and goal setting, and report an increased sense of belonging and connection to AEC. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Restorative Culture: AEC staff will implement restorative practices and relationship-building strategies to establish trust, repair relationships, increase student connection, and support successful re-entry to home campuses. Strategy's Expected Result/Impact: Staff implementation of strategies learned through Region 18 Restorative Practices professional development will strengthen student-adult relationships, increase student voice and belonging, and provide restorative responses to conflict that promote accountability and repair relationships. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionist Problem Statements: School Culture and Climate 1	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 26% to 42%, student Sense of Belonging remained at 29%, indicating that many students do not yet feel a strong connection to the overall school community. Root Cause: Frequent student entry and exit limits the amount of time available to establish relationships and a sense of belonging. Campus systems must therefore intentionally build connection beginning with the student's first day of placement.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, AEC Student Connectedness, as measured by Panorama, will increase from 42% to 50%.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree Framework: AEC will explicitly teach, model, reinforce and recognize the campus expectations of Be Safe, Be Respectful, and Be Responsible across classrooms and common areas to establish consistent expectations and strengthen student connection to the campus community. Strategy's Expected Result/Impact: Consistent implementation of Be Safe, Be Respectful, and Be Responsible expectations will increase consistency, positive behavior, student accountability, and students' connection to the campus community. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Teachers Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counseling, SEL and Student Support: Counselors, CIS, behavior-support staff and teachers will provide targeted social-emotional, behavioral and relationship supports based on student need, with intentional connections beginning at intake and continuing through re-entry. Strategy's Expected Result/Impact: Students will receive timely academic, behavioral, and social-emotional supports that strengthen relationships, engagement, resilience, and connection to school. Staff Responsible for Monitoring: Guidance Counselor, SAS Counselor, CIS Coordinator, Assistant Principals Problem Statements: School Culture and Climate 1	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 26% to 42%, student Sense of Belonging remained at 29%, indicating that many students do not yet feel a strong connection to the overall school community. Root Cause: Frequent student entry and exit limits the amount of time available to establish relationships and a sense of belonging. Campus systems must therefore intentionally build connection beginning with the student's first day of placement.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of AEC students identified as chronically absent will decrease from 50.1% to 40%.

Evaluation Data Sources: PEIMS attendance, chronic absenteeism reports, attendance intervention documentation, parent contacts and MTSS records.

Strategy 1 Details	Reviews			
Strategy 1: Early Identification and Intervention: AEC will regularly review attendance data to identify students demonstrating patterns of absences, tardies and early checkouts and initiate individualized interventions before patterns become more severe. Strategy's Expected Result/Impact: Regular monitoring and early intervention will identify attendance concerns sooner, increase student daily attendance, and reduce the percentage of students who become chronically absent. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Guidance Counselor Problem Statements: Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Barrier Reduction and Family Partnership: AEC will use family communication, counseling/CIS services, transportation coordination, student goal setting, attendance incentives, Saturday Student Support and individualized MTSS interventions to address barriers affecting regular attendance. Strategy's Expected Result/Impact: Individualized interventions and increased family communication will address barriers contributing to absences and improve consistent student attendance and placement completion. Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Counselors, CIS Coordinator Problem Statements: Demographics 1, 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Demographics

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause:** Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

School Culture and Climate

Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. **Root Cause:** Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.

Family and Community Engagement

Problem Statement 2: Student attendance of 78.6% and chronic absenteeism of 50.1% indicate a need to strengthen family partnerships around attendance and student engagement. **Root Cause:** Families need consistent, proactive communication regarding attendance, academic progress, behavior, available supports, and expectations throughout the student's placement rather than only when concerns arise.