

East Chambers Independent School District



Accountability Rating: B

Distinction Designation:
Postsecondary Readiness

2026-2027 District Improvement Plan

Board Approval Date:
October 12, 2026

Mission Statement

The mission of East Chambers ISD is to provide a safe, nurturing, and inclusive environment where every student can thrive academically, socially, and emotionally, and is empowered to reach their full potential.

Vision

East Chambers Independent School District's envisions an environment where "ALL" children will embrace each learning opportunity with a purpose-driven focus and achieve success.

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Comprehensive Needs Assessment

Demographics

Summary

East Chambers Independent School District is a rural district serving 1,563 students across four campuses and earned a B accountability rating. The district serves a diverse student population, with Hispanic students representing 48% of enrollment, followed by White students at 40.2% and African Americans students at 7%. A significant percentage of students are economically disadvantaged (62.6%), while 26.3% are identified as Emergent Bilingual and 15.5% receive Special Education services.

The district demonstrates strong student engagement and success, with a 95% attendance rate, a 0% dropout rate, and 100% four-year and six-year graduation rates. Nearly 40% of students participate in CTE programs, providing valuable opportunities for college, career, and workforce preparation.

STAAR results indicate that students across all demographic groups are achieving success, with the highest performance levels observed among White students and strong overall performance among economically disadvantaged students. However, achievement gaps remain between student groups, particularly at the Meets and Masters performance levels. While most students are meeting the Approaches standard, fewer students are reaching advanced levels of achievement, suggesting opportunities to increase academic rigor and support exist.

ECISD Student Enrollment:

TOTAL ENROLLMENT - 1,563

EAST CHAMBERS ISD (036903) - CHAMBERS COUNTY

Accountability Rating - B

Number of Schools - 4

Students by Ethnicity

African American - 7%

Hispanic - 48%

White - 40.2%

Asian - 0.3%

Pacific Islander - 0.1%

Two or More Races - 4.4%

Students by Category

Economically Disadvantaged - 62.6%

Emergent Bilinguals (EB) - 26.3%

Special Education - 15.5%

Bilingual/ESL Education - 14.2%

Career & Technical Education - 39.9%

Gifted & Talented Education - 7.5%

Attendance, Dropout and Graduation Rates

Attendance Rate – 95%

Annual Dropout Rate - Gr. 9-12 – 0.0%

4-Year Longitudinal Graduation Rate – 100%

6-Year Longitudinal Graduation Rate – 100%

Annual Graduate Count – 104

STAAR by Ethnicity

African American – Approaches 71%, Meets 37%, and Masters 12%

Hispanic – Approaches 74%, Meets 46%, and Masters 16%

White – Approaches 86%, Meets 61%, and Masters 25%

Two or More Races – Approaches 77%, Meets 44%, and Masters 11%

Economically Disadvantaged – Approaches 75%, Meets 45%, and Masters 15%

College Admissions

SAT/ACT Tested – 66%

SAT/ACT – At or Above Criterion – Math: 14%, ERW: 52%

SAT Average Score – 940

ACT Average Score - none

Needs:

- Increase the percentage of students achieving Meets and Masters grade level on STAAR assessments across all student groups, particularly among African Americans, Hispanic, and economically disadvantaged students.
- Address achievement gaps between student groups. White students outperform Hispanic and African American students at both the Meets and Masters levels.
- Strengthen supports for our growing Emergent Bilingual population to improve academic outcomes and language acquisition.
- Expand college readiness initiatives, as only 66% of graduates take the SAT/ACT and only 14% meet the math college-readiness criterion.

Strengths

East Chambers ISD demonstrates exceptional success in keeping students engaged and enrolled through graduation. The district maintains a 95% attendance rate, a 0% annual dropout rate, and both 4-year and 6-year graduation rates of 100%. These outcomes indicate strong systems of support, positive school culture, and a commitment to ensuring students successfully complete their educational journey.

The district serves a diverse student population while achieving overall solid academic performance reflected in its B accountability rating. Students from all demographic groups are demonstrating success on STAAR assessments, with particularly strong overall performance at the Approaches and Meets grade level standards.

ECISD has established opportunities to prepare students for future success through both college and career pathways. Nearly 40% of students participate in CTE programs, providing valuable workforce and career preparation services. The district also supports a substantial population of Emergent Bilingual students through bilingual and ESL programs. The district's student population reflects a rich diversity of backgrounds, with Hispanic students comprising 48% of enrollment. This diversity provides opportunities to foster inclusive learning environments and build on students' cultural and linguistic strengths.

Overall, ECISD's high attendance, perfect graduation rates, strong CTE participation, diverse student population, and solid academic performance provide a strong foundation upon which the district can continue to improve student achievement and expand college and career readiness opportunities for all learners.

Student Achievement

Summary

East Chambers ISD demonstrates strong overall academic performance when compared to state averages in many assessed areas. Elementary students consistently outperform the state in multiple subjects, particularly 4th grade Math, 5th grade Reading, 5th grade Math, and 5th grade Science, where students exceed state performance at the Approaches, Meets, and Masters levels. At the high school level, students perform well in English I, English II, and U.S. History, with especially strong results in U.S. History, where 97% achieved Approaches, 80% achieved Meets, and 42% achieved Masters. While there are opportunities to strengthen achievement in some junior high subjects, particularly reading and math, the data shows a solid foundation of academic success across the district. Continued focus on rigorous instruction and targeted support can help even more students reach the Meets and Masters performance levels.

TELPAS results indicate that Emergent Bilinguals are making progress in language acquisition, with 62% of tested students performing at the Advanced or Advanced High levels. However, only 14% of students reached Advanced High, suggesting opportunities to strengthen language development and accelerate English proficiency.

ECISD/STATE STAAR/EOC Scores 2025-2026

	Approaches		Meets		Masters	
	EC	State	EC	State	EC	State
3 rd Reading	79%	74%	48%	52%	21%	26%
3 rd Math	72%	68%	51%	46%	23%	22%
4 th Reading	74%	78%	55%	54%	22%	24%
4 th Math	73%	69%	57%	50%	34%	25%
5 th Reading	80%	76%	57%	49%	27%	21%
5 th Math	84%	76%	57%	49%	27%	21%
5 th Science	74%	66%	45%	38%	23%	18%
6 th Reading	75%	74%	46%	56%	13%	30%
6 th Math	82%	74%	25%	40%	3%	16%
7 th Reading	79%	78%	45%	56%	18%	32%
7 th Math	43%	51%	16%	32%	1%	10%
8 th Reading	86%	84%	52%	61%	24%	33%
8 th Math	87%	75%	58%	49%	8%	17%
8 th Science	73%	77%	47%	55%	20%	30%
8 th Social Studies	57%	59%	43%	33%	25%	17%
English 1	78%	73%	55%	53%	10%	12%
English 2	79%	73%	59%	58%	8%	9%
Biology	95%	93%	64%	69%	23%	34%
Algebra 1	90%	83%	47%	51%	12%	28%
US History	97%	93%	80%	69%	42%	37%

TELPAS Report - 2024-2025

339 Students Tested

Beginning - 7%

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Intermediate - 31%

Advanced - 48%

Advanced High - 14%

No Rating - 0%

Needs:

- Increase junior high reading and mathematics achievement where Meets and Masters performance falls below the state average.
- Raise the percentage of students achieving Meets and Masters performance levels across all grade levels and content areas.
- Strengthen support for Emergent Bilingual students to increase the percentage of students reaching Advanced High proficiency on TELPAS while maintaining access to grade-level instruction.
- Improve college and career readiness outcomes by increasing advanced-level performance in core secondary courses, particularly Algebra I, Biology, and English, to better prepare students for postsecondary success.

Strengths

ECISD's elementary programs demonstrate strong academic achievement, with students outperforming state averages in most 3rd and 5th grade assessments and showing particular strength in mathematics and science. High school students also perform exceptionally well in U.S. History and maintain strong passing rates across most EOC assessments. The district's English learners are progressing successfully through language proficiency levels, with the majority performing at the Advanced or Advanced High levels on TELPAS. These strengths provide a solid foundation for continued growth in student achievement across all grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ ECISD students generally perform at or above state averages in many elementary and high school content areas, but achievement in junior high reading and mathematics remains below state averages at the Meets and Masters performance levels.	The transition from elementary to junior high requires increased academic rigor. Students need additional targeted instructional support and intervention to successfully progress from Approaches to Meets and Masters performance levels.
2★ Although 62% of Emergent Bilingual students scored at the Advanced or Advanced High levels on TELPAS, only 14% achieved Advanced High proficiency, indicating that many students have not yet attained the highest levels of English language development needed for full academic success.	Emergent Bilingual students need increased opportunities for structured academic language development and consistent integration of language-support strategies across content areas to accelerated English proficiency and access rigorous grade-level instruction.

★ = Priority

District Culture and Climate

Summary

The culture and climate of East Chambers ISD are deeply rooted in traditions that have been passed down for generations, creating a warm, welcoming, and supportive environment across all campuses. Each campus embraces unique traditions, programs, incentives, and characteristics that make it special while contributing to the shared spirit of the district.

Community pride is especially evident each October during the Texas Rice Festival, when schools and Winnie/Stowell residents come together to celebrate and support local rice farmers. Throughout the year, the community enthusiastically supports students in a wide variety of activities. While athletic programs such as football, volleyball, basketball, baseball, soccer, golf, track, and tennis enjoy strong community backing, pride in East Chambers extends far beyond the playing field. Students excel in band, academic UIL, FFA, culinary arts competitions, CTE programs, and numerous leadership and service organizations. Whether competing at livestock shows, performing at concerts, showcasing culinary skills, or representing the district in academic contests, East Chambers students are consistently encouraged and celebrated for their achievements. This unwavering support highlights the strong partnership between East Chambers ISD and the Winnie/Stowell community, making it a wonderful place to live and raise children.

Academic excellence is a core value throughout the district. Teachers actively support and motivate students to participate in UIL academic events and other enrichment opportunities that challenge them to develop critical thinking, leadership, and problem-solving skills. Students regularly earn recognition at the district, regional, and state levels, reflecting the district's commitment to high expectations and student success.

Recognizing the significant percentage of Hispanic families in our community, ECISD has prioritized ensuring that teachers obtain ESL certification and develop Spanish language skills to better communicate with parents and families. This commitment strengthens family engagement, increases participation in campus and district events, and fosters meaningful partnerships that support student achievement.

Ultimately, the success and positive climate of East Chambers ISD stem from our shared belief that relationships come first. By placing students at the center of every decision, we create an environment where children feel known, valued, and supported. Through strong community partnerships, rich extracurricular opportunities, academic excellence, and a culture of care, East Chambers ISD provides students with the experiences and encouragement they need to thrive both in school and beyond. As educator Ria Pierson famously stated, "*Kids don't learn from people they don't like.*" This belief continues to guide our work as we build meaningful relationships that support every student's success.

Needs:

- Expand bilingual family engagement and communication.
- Ensure equitable access and participation in all student programs.
- Strengthen college, career, and workforce readiness opportunities.

Strengths

East Chambers ISD fosters a welcoming and supportive environment where relationships are prioritized, helping students feel valued, connected, and supported in both their academic and personal growth. The district enjoys strong partnerships with the Winnie-Stowell community, whose active involvement in school traditions, local events, and student activities contributes to a positive and unified culture. Teachers encourage students to participate in rigorous academic and enrichment opportunities, resulting in consistent success and recognition at the district, regional, and state levels. ECISD has also demonstrated a commitment to serving its diverse student population by increasing ESL certification among staff and strengthening communication and engagement with Spanish-speaking families. Together, these strengths create a culture of support, achievement, and community partnerships that benefit all students.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Despite strong community support in a wide variety of extracurricular and academic program, some student groups may not be equally represented or engaged in the district's academic, leadership, fine arts, and career-focused opportunities.	Some students may face barriers related to transportation, scheduling conflicts, or competing family responsibilities that limit participation.
2	East Chambers ISD has taken significant steps to support Spanish speaking families through ESL certification and improved communication efforts; however, opportunities remain to strengthen family engagement and participation among our bilingual families.	Families may not be familiar with school systems, academic programs, or ways to participate in school activities and leadership opportunities.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

East Chambers ISD employs 229.7 staff members, including 119.4 teachers, and maintains a favorable student-to-teacher ratio of 13.1:1. The district benefits from a stable and experienced workforce, with teachers averaging 10.9 years of experience and only 2.6% classified at beginning teachers. Most teachers hold a bachelor's degree, with an additional 6.7% holding master's degrees.

The district's staff is primarily composed of teachers and professional personnel who support student learning across regular education, CTE, Special Education, Bilingual/ESL, and other specialized programs. ECISD's experienced leadership team and strong staff retention contribute to organizational stability and consistent support for students.

While the district has a dedicated workforce, opportunities exist to increase staff diversity and continue recruiting teachers who reflect the demographics of the student population. Overall, ECISD's experienced staff, low student-to-teacher ratio, and stable workforce provide a strong foundation for student success.

Texas Education Agency

2025-26 Staff Information

EAST CHAMBERS ISD (036903) - CHAMBERS COUNTY

District

Staff Information

Count

Percent

Total Staff

229.7

100.0%

Professional Staff

145.9

63.5%

Teachers

119.4

52.0%

Professional Support

15.6

6.8%

Campus Administration (School Leadership)

8

3.5%

Central Administration

3

1.3%

Educational Aides

17.4

7.6%

Auxiliary Staff

66.4

28.9%

Full-time Librarians

0

n/a

Part-time Librarians

0

n/a

Full-time Counselors

3

n/a

Part-time Counselors

0

n/a

Total Minority Staff

71.6

31.2%

Teachers by Ethnicity

African American

5

4.2%

Hispanic

13

10.9%

White

99.3

83.2%

American Indian

1

0.8%

Asian

0

0.0%

Pacific Islander

0

0.0%

Two or More Races	1	0.8%
Teachers by Sex		
Males	22.1	18.5%
Females	97.2	81.5%
Teachers by Highest Degree Held		
No Degree	3.9	3.3%
Bachelors	107.4	90.0%
Masters	8	6.7%
Doctorate	0	0.0%
Teachers by Years of Experience		
Beginning Teachers	3.1	2.6%
1-5 Years Experience	40	33.5%
6-10 Years Experience	28.2	23.6%
11-20 Years Experience	31	26.0%
21-30 Years Experience	12	10.1%
Over 30 Years Experience	5	4.2%
Number of Students per Teacher	13.1	n/a

		District		State	
Program Information		Count	Percent	Count	Percent
Teachers by Program (population served)					
Bilingual/ESL Education		1.3	1.1%	24,024.9	6.5%
Career and Technical Education		11.1	9.3%	21,543.2	5.9%
Compensatory Education		7.1	5.9%	9,803.5	2.7%
Gifted and Talented Education		0.9	0.8%	5,885.8	1.6%
Regular Education		89	74.5%	247,801.7	67.3%
Special Education		10	8.4%	45,320.0	12.3%
Other		0	0.0%	13,791.2	3.7%

- Increase teacher diversity to better reflect student demographics
- Strengthen bilingual staffing
- Develop and retain early-career teachers

East Chambers ISD has an experienced teaching workforce, with educators averaging nearly 11 years in the classroom. Combined with a low student-to-teacher ratio of 13.1:1, this experience allows for truly individualized instruction. The district's staff represents a healthy balance of veteran, mid-career, and developing educators, and retention remains strong. Teachers stay an average of 6.5 years. Together, experienced staff, high retention, and small class sizes foster a learning environment where students get the attention and consistency they need to thrive.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 ★ East Chambers ISD faces a need to strengthen educator diversity and leadership development to reflect the student population.	The current teacher workforce indicates a need to attract and retain educators from diverse backgrounds.
2 ★ East Chambers ISD should expand Bilingual/ESL and Gifted and Talented services to support targeted student groups.	Recruiting and retaining teachers with specialized certifications can be challenging, especially in rural districts with a smaller candidate pool.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

ECISD uses TEKS Resource System (TRS) to help teachers organize and plan for instruction. Support from the Educational Service Center and consultants provide training and planning each six weeks to guide and support teachers in aligning their lesson plans to the TEKS in Math and ELAR.

Over the past year, teacher training has been expanded to target areas of greatest need, including support for the new STAAR answer types for ELAR (3rd–12th grade). Newly hired teachers receive guidance in the content and strategies necessary to ensure student success. Instructional tools have been provided to classrooms based on needs identified through training sessions. In addition to consultants from the Education Service Center, the Superintendent, the Assistant Superintendent, the Director of Curriculum & Instruction, and campus Principals facilitate trainings, planning sessions, and the implementation of instructional materials, as well as oversee benchmark assessments that monitor both standards mastery and areas for improvement. Newly hired teachers are working to complete the Reading Academy required under HB 3.

ECISD was awarded the LASO 4 Lift grant to support the implementation of Bluebonnet Learning, a high-quality Texas-designed RLA curriculum for grades K-5. Through this grant, the district will receive funding for instructional materials, teacher training, and ongoing support to ensure successful implementation. Bluebonnet Learning is aligned to the TEKS and is designed to provide students with rigorous, knowledge-rich literacy instruction that builds strong reading, writing, speaking, and critical thinking skills. This opportunity allows ECISD to strengthen literacy outcomes by equipping teachers with evidence-based resources and professional learning opportunities that support student success. Additionally, ECISD is exploring the adoption of the Bluebonnet Learning math curriculum in the next 1-2 years.

ECISD implements an MTSS structure to support students who are at risk of failing to meet the challenging state standards. Aggressive support classes are also provided for Special Education students in addition to regular education inclusion.

ECISD proudly participates in the Teacher Incentive Allotment (TIA), a state program that provides pathways for outstanding educators to earn additional compensation based on demonstrated effectiveness and student growth. All ECISD teachers are eligible to earn a TIA designation through the district's approved local designation system. One of ECISD's greatest strengths is its exceptionally high teacher retention rate, which reflects the district's commitment to supporting and developing educators. By investing in teacher growth and recognizing excellence through TIA, ECISD continues to attract, retain, and reward high-quality educators. Assessments from many third party vendors including Avant, ICEV, YouScience, NWEA Maps, TEKSReady, MusicFirst, and FitnessGram are used to measure student growth.

Needs:

- Successful implementation and monitoring of Bluebonnet Learning in K-5.
- Continued improvement in literacy and math achievement.
- Ongoing professional development for new teachers and evolving STAAR requirements.
- Expanded use of assessment data to drive instructional decisions and interventions.
- Explore and prepare for future adoption of Bluebonnet Learning Math.
- Continue expanding CTE pathways and industry partnerships

Strengths

East Chambers ISD has established a strong instructional foundation through alignment with the TEKS Resource System and ongoing support from Region 5 ESC. Teachers participate in comprehensive professional development, including Reading Academies, STAAR-focused training, and other instructional learning opportunities designed to improve student outcomes. The district was also awarded the LASO 4 LIFT grant to support implementation of the Bluebonnet Learning curriculum in K-5 RLA, further strengthening instructional practices.

ECISD supports student success through a strong MTSS framework and targeted intervention for at-risk and Special Education students. Teachers use multiple assessment tools to monitor student growth and achievement and adjust instruction accordingly. The district also benefits from a high teacher retention rate and active participation in the Teacher Incentive Allotment (TIA), helping to attract, retain, and recognize effective educators. In addition, ECISD offers strong CTE programs that provide students with workforce readiness skills, industry-based certifications, and opportunities to earn valuable college and career credentials.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1 ★ A portion of students are not consistently meeting grade-level expectations in reading and mathematics.	Instructional implementation varies across classrooms which creates inconsistencies in student learning experiences. Students enter classrooms with differing levels of readiness which requires targeted interventions and accelerated support.
2 ★ Not all students are fully participating in advanced college, career, and workforce readiness opportunities.	Expanding access to high-quality CTE pathways requires continued development of industry partnerships, program resources, and student awareness. Ensuring alignment between CTE offerings and workforce demands will increase opportunities for students to earn certifications and prepare for postsecondary success.

★ = Priority

Family and Community Engagement

Summary

East Chambers ISD values strong partnerships with families and the community as an essential component of student success. The district utilizes modern communication tools, including the Thrillshare mobile app, our district website, district social media platforms, phone messages, and email communications to keep families informed about academic programs, campus events, extracurricular activities, and student achievements. In addition, each campus distributes regular newsletters in both English and Spanish to ensure families receive timely information and remain connected to their child's school.

To support meaningful communication with all families, bilingual staff are available on each campus to assist with parent-teacher conferences, phone calls, enrollment procedures, and document translation. These supports help ensure that Spanish-speaking families have equitable access to information and opportunities for engagement.

The East Chambers ISD Education Foundation further strengthens community involvement by partnering with the district to fund innovative classroom grants and educational experiences that enhance student learning. Community members, local businesses, and volunteers actively support district programs, contributing both resources and expertise to enrich educational opportunities.

The culture of East Chambers ISD is rooted in strong traditions, deep community pride, and a shared commitment to student success. Parents, families, and community partners work alongside district staff to support learning, celebrate achievements, and create meaningful opportunities that prepare students for future success.

Needs:

- Increase family engagement by expanding participation in campus events, volunteer opportunities, family workshops, academic nights, and curriculum-focused activities that support student learning.
- Strengthen partnerships with local businesses, organizations, and community members to provide students with expanded enrichment, mentoring, and real-world learning opportunities both during and beyond the school day.
- Enhance communication with families regarding college, career, and workforce readiness opportunities, including academic pathways, CTE programs, industry-based certifications, and vocational training options available to students.
- Increase community awareness and involvement in district programs to build stronger connections between schools, families, and community partners in support of student success.

Strengths

East Chambers ISD maintains strong communication with families through campus newsletters, calendars, the Thrillshare app, social media, and bilingual communications that keep parents informed and connected to their child's education. Bilingual staff on every campus support Spanish-speaking families creating strong parent and community involvement. Active PTO organizations at the Primary and Elementary campuses enhance student experiences by supporting school initiatives, events, and classroom needs. Community partnerships, including the ECISD Education Foundation, provide grants and additional learning opportunities that enrich student experiences. The district's active SHAC Committee and Emergency Response Team further demonstrate a commitment to student well-being, school safety, and collaboration with community stakeholders. Strong community pride and long-standing traditions continue to foster a culture of partnership focused on student success.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1★ Although East Chambers ISD provides multiple avenues for communication and family outreach, a need to increase family participation in school events, volunteer opportunities, and student learning experiences continues to exist.	Many family engagement efforts are focused on sharing information which creates an opportunity to expand interactive opportunities that involve parents directly in student learning and campus activities.
2★ While East Chambers ISD offers a variety of CTE opportunities, there is a need to increase family awareness and understanding of these programs to ensure students and parents can make informed postsecondary planning decisions.	Information about CCMR programs may not consistently reach all families in ways that promote understanding and active participation in planning for future opportunities.

★ = Priority

District Organization

Summary

ECISD is committed to maintaining a safe and secure learning environment for all students and staff. Safety drills are conducted regularly throughout the school year to ensure that students and employees are prepared in the event of an emergency. To further enhance campus security, fencing has been installed around all district buildings and facilities, and security camera systems have been upgraded across all campuses to improve monitoring and response capabilities.

The district's Emergency Operations Plan is reviewed and updated annually to reflect new safety requirements and incorporate ongoing training. All required staff members receive training on critical topics such as bullying prevention, child maltreatment, sex trafficking, dating violence, bloodborne pathogens, and trauma-informed care. In addition, active shooter training has been implemented to educate all staff - including substitutes - on how to effectively respond in emergency situations. In partnership with the Chambers County Sheriff's Department, each campus is assigned a sheriff's deputy who also attends extracurricular events to help ensure the safety and well-being of students and staff.

A comprehensive district vulnerability assessment was conducted in the spring of 2025. The district has addressed the areas identified through the assessment, with the exception of one facility-related item that remains in progress. As part of the district's ongoing safety practices, weekly exterior door checks are conducted at all campuses to ensure entry points are properly secured and functioning as intended. The district will continue to monitor and review safety and security practices to maintain compliance and address identified needs.

In the area of teaching and learning, the Director of Curriculum & Instruction, campus principals, department heads, and external educational consultants play a vital role in supporting classroom instruction. These leaders provide teachers with guidance on curriculum, assessments, instructional resources, and planning. They also lead efforts in curriculum alignment to ensure rigorous, high-quality, and consistent instruction across all campuses. High school-level courses are now offered at the junior high level, with close coordination between junior high teachers and the high school counselor to ensure alignment and a smooth academic transition for students.

ECISD offers a wide range of extracurricular and co-curricular activities to foster student engagement and growth outside the classroom. The district continues to be recognized for its excellence in academic UIL competitions, reflecting the strength and dedication of both students and educators. Each school day begins with morning announcements delivered by campus principals and students over the intercom. Looking ahead, the district is exploring the implementation of live, student-led announcements using technology to create a more interactive and engaging experience.

From an operational standpoint, master schedules are developed collaboratively by administrators to account for staff shared across multiple campuses. Additionally, each campus coordinates its own scheduling for student support services, including school counseling and mentoring programs, to ensure students receive timely and consistent support.

Strengths

East Chambers ISD prioritizes student and staff safety through updated active shooter training, regularly scheduled safety drills, accessible MEOP manuals and app resources, and SPAT safety technology available to all staff members. Each campus is supported by a dedicated sheriff's deputy, further enhancing campus security and emergency preparedness. The district also provides a variety of opportunities for student involvement and motivation through extracurricular activities, student incentives for attendance and AR, and regular meetings with team leaders that support continuous instructional improvement.

ECISD demonstrates a strong commitment to meeting the needs of students and families by offering early childhood education opportunities beginning with a half-day program for three-year-olds and full-day Pre-K for four-year-olds. In addition, the district partners with organizations such as the Houston Food Bank and St. Vincent de Paul to provide food and housing assistance for students and families in need. Together, these supports help create a safe, engaging, and caring environment that promotes student well-being, academic success, and family stability.

Technology

Summary

East Chambers ISD continues to maintain and improve a structured technology program that supports daily classroom instruction and district operations. Classrooms are equipped with interactive display technology, and students have consistent access to Chromebooks and iPads based on grade level and instructional needs.

Teachers and staff are provided ongoing support and training to effectively incorporate technology into classroom instruction. The district continues to emphasize the development of digital literacy, responsible technology use, and technology skills necessary for student success.

Google Workspace for Education is used district wide to support communication, collaboration, classroom instruction, and productivity. The district also maintains an online support platform that allows staff to submit technology requests. Technology Department personnel work to resolve issues in a timely manner to minimize interruptions to instruction and district operations.

ECISD continues to improve its technology infrastructure, cybersecurity practices, device management, and procedures for evaluating emerging technologies, including artificial intelligence tools.

Needs:

- Continue improving and maintaining the district website and digital communication platforms.
- Develop and maintain long term replacement plans for student devices, staff computers, servers, and other technology infrastructure.
- Continue strengthening cybersecurity protections and staff cybersecurity awareness.
- Continue providing professional development related to instructional technology and emerging technologies.
- Develop and maintain procedures for evaluating and approving artificial intelligence and third-party technology tools.
- Continue evaluating student device deployment models to ensure reliable access to technology for classroom instruction.

Strengths

East Chambers ISD provides students and staff with consistent access to technology that supports teaching, learning, and district operations. Classrooms have access to Chromebooks and iPads based on instructional needs, and interactive panels are available throughout the district to enhance student engagement and learning experiences. The district has invested in upgraded Wi-Fi and network infrastructure to ensure reliable connectivity and efficient use of digital resources.

Technology resources are supported through established procedures for resolving technical issues in a timely manner, as well as centralized management of district devices and user accounts. Google Workspace for Education is utilized districtwide to support communication, collaboration, and productivity. In addition, ECISD maintains a strong focus on cybersecurity, data protection, and responsible technology use, with dedicated support from the Technology Department to assist campuses and district departments in meeting instructional and operational needs.



Priority Problem Statements

Problem Statement

Root Cause

1
★

ECISD students generally perform at or above state averages in many elementary and high school content areas, but achievement in junior high reading and mathematics remains below state averages at the Meets and Masters performance levels.

The transition from elementary to junior high requires increased academic rigor. Students need additional targeted instructional support and intervention to successfully progress from Approaches to Meets and Masters performance levels.

2
★

Although 62% of Emergent Bilingual students scored at the Advanced or Advanced High levels on TELPAS, only 14% achieved Advanced High proficiency, indicating that many students have not yet attained the highest levels of English language development needed for full academic success.

Emergent Bilingual students need increased opportunities for structured academic language development and consistent integration of language-support strategies across content areas to accelerated English proficiency and access rigorous grade-level instruction.

3
★

East Chambers ISD faces a need to strengthen educator diversity and leadership development to reflect the student population.

The current teacher workforce indicates a need to attract and retain educators from diverse backgrounds.

4
★

East Chambers ISD should expand Bilingual/ESL and Gifted and Talented services to support targeted student groups.

Recruiting and retaining teachers with specialized certifications can be challenging, especially in rural districts with a smaller candidate pool.

5
★

A portion of students are not consistently meeting grade-level expectations in reading and mathematics.

Instructional implementation varies across classrooms which creates inconsistencies in student learning experiences. Students enter classrooms with differing levels of readiness which requires targeted interventions and accelerated support.

6
★

Not all students are fully participating in advanced college, career, and workforce readiness opportunities.

Expanding access to high-quality CTE pathways requires continued development of industry partnerships, program resources, and student awareness. Ensuring alignment between CTE offerings and workforce demands will increase opportunities for students to earn certifications and prepare for postsecondary success.

7
★

Although East Chambers ISD provides multiple avenues for communication and family outreach, a need to increase family participation in school events, volunteer opportunities, and student learning experiences continues to exist.

Many family engagement efforts are focused on sharing information which creates an opportunity to expand interactive opportunities that involve parents directly in student learning and campus activities.

8
★

While East Chambers ISD offers a variety of CTE opportunities, there is a need to increase family awareness and understanding of these programs to ensure students and parents can make informed postsecondary planning decisions.

Information about CCMR programs may not consistently reach all families in ways that promote understanding and active participation in planning for future opportunities.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Closing the Gaps Domain
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data

- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data

- ☒ Class size averages by grade and subject
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- ☒ Organizational structure data



Goals

Goal 1

East Chambers ISD will improve student achievement and postsecondary readiness by meeting the following performance targets: The percentage of 3rd-grade students scoring at the Meets Grade Level standard or above on STAAR Reading will increase from 53% to 65% by June 2030, and the percentage scoring at Meets Grade Level or above on STAAR Math will increase from 46% to 55% by 2030. The percentage of graduates meeting CCMR criteria will be maintained at 92% or greater by August 2030. By 2030, at least 60% of high school seniors will graduate without the need for remediation and will achieve at least one of the following: earn an industry-based certification, enroll in postsecondary education, or enlist in the military.

Performance Objective 1 HB3 Goal

Increase the percentage of 3rd grade students scoring at the Meets performance level on STAAR Reading from 53% to 65% by June 2030 through the implementation of high-quality instructional materials, targeted interventions, progress monitoring, and evidence-based literacy practices.

Evaluation Data Source: STAAR Reading Assessment Data and EOY NWEA MAP data.

Strategy 1

Implement high-quality, standards-aligned reading instruction through Bluebonnet Learning, regular collaborative planning, and ongoing professional development focused on foundational literacy skills, vocabulary development, reading comprehension, and writing connections. Teachers will use formative assessment data to adjust instruction and ensure all students receive grade-level reading experiences.

Strategy's Expected Result/Impact: All teachers in the District will utilize the Bluebonnet Learning RLA adopted curriculum and YAG with fidelity.

Staff Responsible for Monitoring: District and Campus Level Administration

Funding Sources: Title 1, , Title II, , General Budget, , State Compensatory,

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Strategy 2

Utilize the district's MTSS framework to identify students who are not meeting benchmarks and provide evidence-based reading interventions. Conduct regular progress monitoring, data meetings, and intervention reviews to ensure students receive timely support and accelerate growth toward the Meets performance level.

Strategy's Expected Result/Impact: EOY Reading data will reflect overall improvement in the areas of fluency and comprehension in grades K-5 using BOY, MOY, and EOY Universal Screening data. STAAR data will show overall improvement in reading scores in grades 3-5.

Staff Responsible for Monitoring: Principals and Teachers

Funding Sources: General Budget, , State Compensatory,

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Strategy 3

All teachers and administrators will analyze and desegregate assessment data throughout the school year using Eduphoria, ensuring instruction is targeted to address students' strengths and areas for growth.

Strategy's Expected Result/Impact: Performance data will reflect continued improvement overall in the areas of fluency and comprehension to text in grades K-5 utilizing unit tests and NWEA MAPs data. STAAR data will show overall improvement in reading scores in grades 3-5.

Staff Responsible for Monitoring: District Administration and Principals

Funding Sources: Title 1, , State Compensatory, , Eduphoria subscription General Budget, , Title II,

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Strategy 4

Principals of grades K-5 will meet on a regular basis in PLCs to review assessment data, discuss instructional best practices, and provide support.

Strategy's Expected Result/Impact: EOY Reading data will reflect overall improvement in the areas of fluency and comprehension to text in grades K-5 using NWEA MAPS BOY, MOY, and EOY data. STAAR data will show overall improvement in reading scores for grades 3-5.

Staff Responsible for Monitoring: Principals and teachers

Funding Sources: General Budget,

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Strategy 5

The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware Item Banks, NWEA MAP Growth, Circle - CLI Engage, TEKS Resource System, Avant, YouScience, TEKSReady, MusicFirst, ICEV, Exploros, and FitnessGram to guide student learning.

Strategy's Expected Result/Impact: These programs will be used to assess student understanding of content and guide instruction toward increased mastery. These assessments will help to identify gaps in student learning and readiness.

Staff Responsible for Monitoring: Director of Curriculum & Instruction, Principals, Interventionists

Funding Sources: General Budget, , Title 3, , State Compensatory,

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Performance Objective 2 HB3 Goal

Increase the percentage of 3rd grade students scoring Meets performance level on STAAR Math from 46% to 55% by June 2030 through standards-aligned instruction, data-driven decision-making, and targeted support for students requiring acceleration or intervention.

Evaluation Data Source: STAAR Reading Assessment Data and EOY NWEA MAP data.

Strategy 1

Implement consistent, standards-aligned mathematics instruction focused on conceptual understanding, problem-solving, and mathematical reasoning. Teachers will participate in ongoing professional learning, collaborative planning, and data analysis to ensure instruction addresses student needs and supports mastery of grade-level TEKS.

Strategy's Expected Result/Impact: Increased mathematics achievement resulting in higher percentages of students achieving Meets and Masters performance levels on STAAR.

Staff Responsible for Monitoring: District and Campus Level Administration; All Teachers; Vertical Subject Area Teams

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Strategy 2

Utilize formative assessments and benchmarks to identify students who need additional support or enrichment in mathematics. Through the district's MTSS framework, students will receive targeted interventions, small-group instruction, and progress monitoring to accelerate learning and increase the percentage of students achieving the Meets performance level on STAAR Math.

Strategy's Expected Result/Impact: Increase mathematics achievement by providing timely, targeted interventions that help students master grade-level standards and achieve the Meets and Masters performance level on STAAR Math.

Staff Responsible for Monitoring: Principals and teachers

Funding Sources: Salaries State Compensatory, \$154,173, Salaries Title 1, \$53,270

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Strategy 3

Students who are at risk of failing the STAAR RLA assessment or who fall in the bottom 5th percentile will be offered afterschool tutoring.

Strategy's Expected Result/Impact: Narrow the achievement gaps where students make progress toward level Tier 1.

Staff Responsible for Monitoring: District Administration, Principals, afterschool tutoring teachers

Funding Sources: General Budget, \$100,000

Formative Reviews

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Strategy 4

All students who did not pass any STAAR or EOC Assessment(s) will be afforded 15 hours of tutoring per subject area per Senate Bill 1416.

Strategy's Expected Result/Impact: Students will show growth on all STAAR/EOC Assessments in the Spring of 2026.

Staff Responsible for Monitoring: Principals, Teachers, Tutors

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Performance Objective 3

Maintain a CCMR rate of 92% or higher by August 2030 by expanding student access to dual credit, industry-based certifications, advanced coursework, career pathways, and military readiness opportunities.

Evaluation Data Source: CCMR accountability data, TAPR, PEIMS data

Strategy 1

Increase student access to and participation in opportunities that support CCMR attainment, including dual credit courses, CTE programs, industry-based certifications, work-based learning experiences, and military readiness programs. Counselors and campus staff will regularly monitor student progress toward CCMR indicators and provide individualized guidance to ensure students remain on track.

Strategy's Expected Result/Impact: Increase student attainment of CCMR indicators

Staff Responsible for Monitoring: Principal, counselor, staff

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Strategy 2

Provide ongoing college, career, and military readiness planning beginning in junior high and continuing through graduation. Students and families will receive information and support related to graduation plans, postsecondary options, financial aid, industry certifications, and college admissions, while district and campus leaders use data reviews to monitor CCMR outcomes and identify students needing additional support.

Strategy's Expected Result/Impact: Increase student and family awareness of CCMR opportunities

Staff Responsible for Monitoring: Principals and counselors

Formative Reviews

Performance Objective 4 HB3 Goal

By August 2030, at least 60% of graduating seniors will meet CCMR criteria without the need for remediation and will earn an industry-based certification, enroll in a postsecondary institution, or enlist in the military.

Evaluation Data Source: CCMR accountability data, TAPR report

Strategy 1

Increase student participation in programs that lead to postsecondary success, including industry-based certifications, dual credit coursework, college preparation activities, and career pathway programs. Students will receive individualized guidance to help them develop and achieve college, career, and military readiness goals aligned to their interests and graduation plans.

Strategy's Expected Result/Impact: Increase student participation

Staff Responsible for Monitoring: Principals and counselors

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Strategy 2

Implement systems to ensure students graduate prepared for postsecondary success without the need for remediation. Campuses will use academic progress monitoring, targeted interventions, and college and career readiness assessments to identify student needs early and provide support that promotes successful transitions to high education, military service, or the workforce.

Strategy's Expected Result/Impact: Increase the number of students graduating without the need for remediation

Staff Responsible for Monitoring: Principals and counselors

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Goal 2

East Chambers ISD will initiate the development of a Strategic Leadership Vision and Long-Range Plan during the 2026-2027 school year through meaningful collaboration with educational stakeholders. The planning process will establish a shared vision and identify long-term priorities, goals, strategies, measurable outcomes, timelines, and resources to guide the District's work over the next three to five years.

Performance Objective 1

By June 2027, East Chambers ISD will engage students, parents, staff, community members, and board members in a comprehensive strategic planning process to gather input, identify district strengths and needs, and develop a shared vision for the future. Stakeholder feedback will be collected through surveys, focus groups, meetings, and other engagement opportunities to ensure broad representation and meaningful participation.

Evaluation Data Source: Stakeholder surveys, focus group feedback, participation records

Strategy 1

Conduct surveys, focus groups, and community meetings to gather input from students, parents, staff, community members, and board members regarding district strengths, needs, and priorities.

Strategy's Expected Result/Impact: Increase stakeholder participation and engagement

Staff Responsible for Monitoring: District staff

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Strategy 2

Establish a representative planning committee to analyze stakeholder feedback, identify priorities, and develop a shared vision and long-range plan for the district.

Strategy's Expected Result/Impact: Develop a shared vision and strategic plan to align district goals with stakeholder input

Staff Responsible for Monitoring: District staff

Formative Reviews

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Performance Objective 2

By August 2027, East Chambers ISD will develop and adopt a three-to-five-year Strategic Leadership Vision and Long-Range Plan that establishes the district's mission, vision, core beliefs, strategic priorities, measurable goals, performance indicators, implementation timelines, and resource allocations to guide continuous improvement and monitor progress toward desired outcomes.

Evaluation Data Source: Board adoption records, committee documentation, stakeholder feedback data

Strategy 1

Facilitate collaborative planning sessions with stakeholders to define the district's mission, vision, core beliefs, strategic priorities, goals, performance measures, and implementation timelines.

Strategy's Expected Result/Impact: A comprehensive plan is developed that reflects stakeholder input and establishes a clear direction for the district.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Strategy 2

Develop implementation procedures that align district resources and improvement initiatives with strategic priorities, and establish a process for regularly monitoring progress.

Strategy's Expected Result/Impact: Programs and resources are aligned with priorities resulting in continuous monitoring of progress and improved organizational effectiveness.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Goal 3

East Chambers ISD will continue to strengthen communication at both the campus and district levels by proactively sharing a positive public narrative that highlights student and staff successes through campus and district websites, social media, newsletters, and other communication platforms.

Performance Objective 1

By June 2027, East Chambers ISD will strengthen communication with students, families, staff, and community members by increasing the frequency and consistency of positive communications shared through district and campus websites, social media platforms, newsletters, and other communication channels. Campuses and departments will regularly highlight student achievements, staff accomplishments, academic programs, extracurricular activities, and community partnerships.

Evaluation Data Source: Data analyzed from survey results, website and social media analytics, participation data

Strategy 1

Develop a communication schedule for campuses and departments to regularly share student achievements, staff accomplishments, academic programs, extracurricular activities, and district successes through websites, social media, newsletters, and other communication platforms.

Strategy's Expected Result/Impact: Increase awareness of district programs and accomplishments

Staff Responsible for Monitoring: All staff

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Strategy 2

Provide campuses with tools, expectations, and support to communicate regularly with students, families, and community members while highlighting opportunities for involvement and celebrating school successes.

Strategy's Expected Result/Impact: Strengthen relationships between schools, families and the community

Staff Responsible for Monitoring: All staff

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Performance Objective 2

By June 2027, East Chambers ISD will implement a coordinated communication plan that showcases district successes and strengthens public awareness of student outcomes, instructional programs, college and career readiness opportunities, fine arts, athletics, and community involvement. District and campus leaders will monitor communication efforts and stakeholder feedback to ensure information is timely, accessible, and reflective of the district's mission and accomplishments.

Evaluation Data Source: Data analyzed from survey results, website and social media analytics, participation data

Strategy 1

Implement a district-wide communication calendar that coordinates regular sharing of student achievements, academic programs, CCMR opportunities, fine arts events, athletic accomplishments, and community partnerships through the district's website, social media platforms, newsletters, and campus communication tools.

Strategy's Expected Result/Impact: Stakeholders will receive consistent, timely, and positive information about district initiatives and accomplishments, resulting in increased community awareness, engagement, and support for East Chambers ISD.

Staff Responsible for Monitoring: District Staff

Formative Reviews

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Strategy 2

Establish a process for collecting and reviewing stakeholder feedback through surveys, analytics, community forums, and campus outreach efforts to evaluate the effectiveness, accessibility, and reach of district communications and make ongoing improvements.

Strategy's Expected Result/Impact: Communication efforts will better reflect stakeholder needs.

Staff Responsible for Monitoring: District staff

Formative Reviews

East Chambers ISD will continue to address the district's long-range facility needs. Over the next three years, as funding permits, the following projects will be a priority:

Goal 4

1. Continue to update, maintain, and improve district facilities, including HVAC replacements as needed.
2. Continue landscaping improvements in the district.
3. Add boys/girls baseball and softball locker rooms.
4. Remodel the old science labs and teachers' lounge in the older section of the J.H. building.
5. Paint the exterior of the Primary Gym, Media Center and High School.
6. Add more drainage to the Primary School teachers' parking lot.

Performance Objective 1

By August 2029, East Chambers ISD will complete at least 75% of the identified facility improvement projects, as funding permits, including priority renovations, maintenance upgrades, exterior improvements, and infrastructure enhancements that support safe, functional, and attractive learning environments for students and staff.

Evaluation Data Source: Project completion reports, maintenance records, budget and expenditure reports

Strategy 1

Develop and maintain a multi-year facilities project schedule that prioritizes identified improvements based on safety, operational needs, and available funding.

Strategy's Expected Result/Impact: Priority facility projects are completed on schedule.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Strategy 2

Conduct regular reviews of facility needs, project progress, and funding availability to ensure timely implementation of approved improvements.

Strategy's Expected Result/Impact: Resources are allocated effectively.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Performance Objective 2

By August 2029, East Chambers ISD will improve the quality, safety, and functionality of district facilities by implementing a comprehensive facilities improvement plan that addresses building maintenance needs, modernization projects, athletic facility enhancements, and campus aesthetic improvements, as measured through project completion records, facility inspections, and stakeholder feedback.

Evaluation Data Source: Safety reports, maintenance records, project completion reports

Strategy 1

Implement a preventive maintenance program that addresses building systems, HVAC equipment, school grounds, and infrastructure needs before major repairs are required.

Strategy's Expected Result/Impact: Facility systems operate more efficiently and safely.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Strategy 2

Enhance campus facilities through targeted renovations and aesthetic improvements, including athletic facilities, landscaping, and building modernization projects.

Strategy's Expected Result/Impact: Students, staff, and community members will experience improved and visually appealing facilities.

Staff Responsible for Monitoring: District staff

Formative Reviews

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ECISD will continue to address financial challenges related to state and local funding and strategize ways to maximize revenues.

- Goal 5
1. Continue with capital improvement projects as needed.

2. Maintain a healthy fund balance - 4 months of operating expenditures (\$8,600,000).

3. Grow the fund balance from September 1, 2026 to July 31, 2027.

Performance Objective 1

By July 2027, East Chambers ISD will maintain a fund balance equal to at least four months of operating expenditures (\$8.6 million) while implementing sound financial management practices that support district operations and long-term financial stability.

Evaluation Data Source: Annual financial audit, expenditure reports, financial reports

Strategy 1

Monitor revenues and expenditures monthly to ensure spending remains aligned with the approved budget and fund balance targets.

Strategy's Expected Result/Impact: The district maintains a stable fund balance and avoids financial shortfalls.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Strategy 2

Identify cost-saving opportunities and operational efficiencies throughout the district while maintaining high-quality programs and services.

Strategy's Expected Result/Impact: District resources are used more effectively to support long-term financial stability.

Staff Responsible for Monitoring: District staff

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Performance Objective 2

By July 2027, East Chambers ISD will increase the district's fund balance from its September 1, 2026 level through strategic budgeting, expenditure management, and revenue enhancement efforts while continuing to support priority capital improvement projects as funding permits.

Evaluation Data Source: Monthly financial statements, capital project expenditure reports, annual audit

Strategy 1

Develop and implement a financial plan that prioritizes revenue enhancement opportunities and responsible expenditure management.

Strategy's Expected Result/Impact: The district increases its fund balance while maintaining essential programs and services.

Staff Responsible for Monitoring: District staff

Formative Reviews

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Strategy 2

Prioritize capital improvement projects based on district needs, available funding, and long-range facility plans.

Strategy's Expected Result/Impact: Improvements are completed within budgetary guidelines.

Staff Responsible for Monitoring: District staff

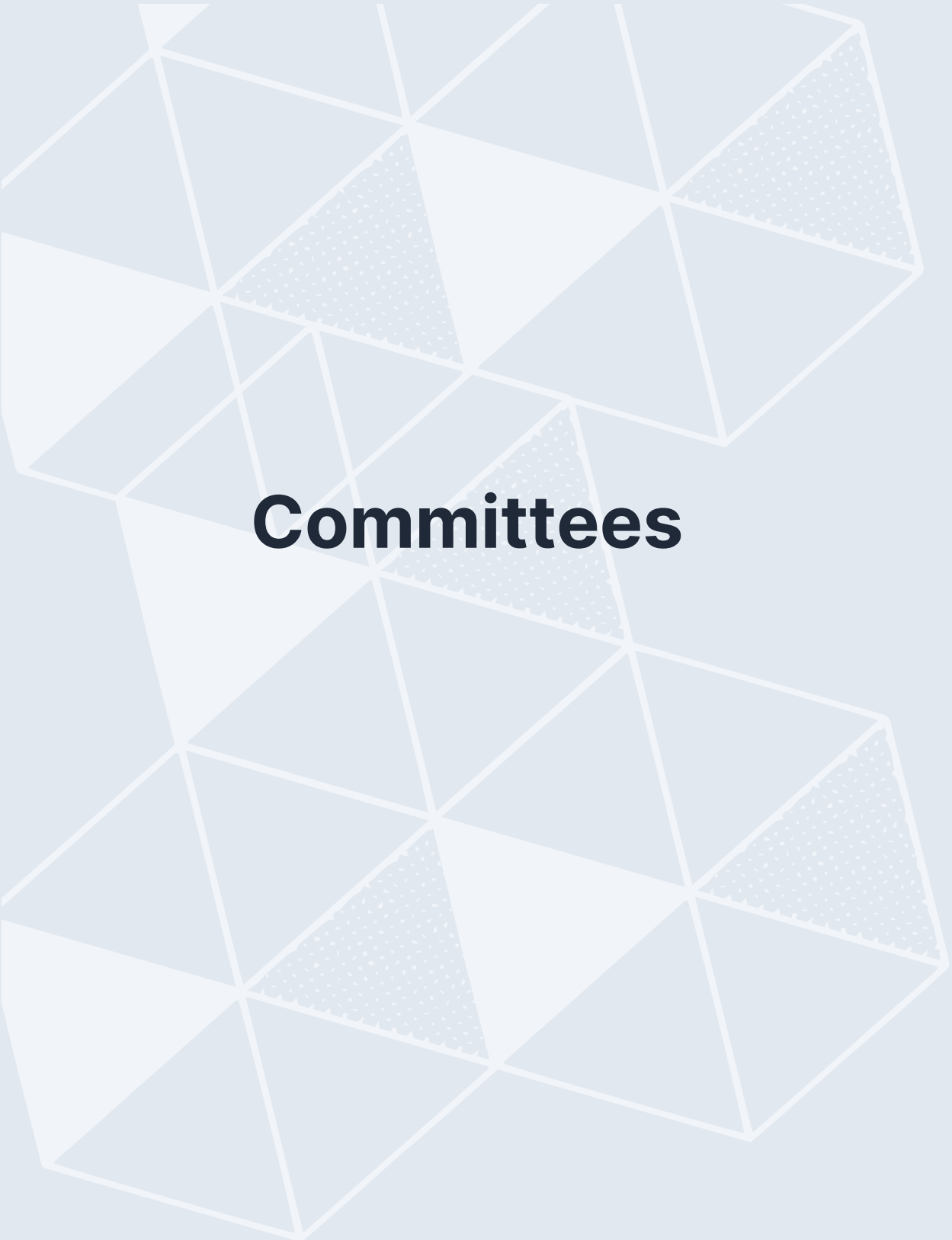
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Committees

Committees

District Advisory Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 5, 2026 @ 5:00 PM	East Chambers Elementary Library	--	--

Members

First Name	Last Name	Position	Committee Role
Meredith	Cart	Teacher - High School	High School Staff
Bonnie	Cerny	Parent	Parent
Nikki	Fitzgerald	Coastal & Marine Resources Extension Agent	Community Member
Kim	Guidry-Hawthorn	Teacher - Elementary	Elementary Staff
Christy	Herrera	Teacher - Primary	Primary Staff
John	Johnson	Community Member	Community Member
Connie	Lee	Chambers County Library Systems	Business Representative
Elijah	Lindsey	Teacher - Junior High	Junior High Staff
Diana	Maggio	Teacher - Elementary	Elementary Staff
Julie	McLendon	Principal - Primary	Campus Administrator
Kelli	Morgan	Teacher - Junior High	Junior High Staff
Christina	Olvera	Parent	Parent
Deanna	Quave	Paraprofessional - High School	High School Staff
Cathy	Reddell	Teacher - Primary	Primary Staff
Kate	Smoak	Assistant Principal - Elementary	Campus Administrator
Kay	Wilcox	Owner of Wilcox Pharmacy	Business Representative
Cheryl	Williams	Director of Curriculum & Instruction	District Administrator



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	3		--	\$0.00
1	2	2	Salaries	--	\$53,270.00
				Sub-Total	\$53,270.00

General Budget

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	1	3	Eduphoria subscription	--	\$0.00
1	1	4		--	\$0.00
1	1	5		--	\$0.00
1	2	3		--	\$100,000.00
				Sub-Total	\$100,000.00

Title 3

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	\$0.00
				Sub-Total	\$0.00

State Compensatory

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	1	3		--	\$0.00
1	1	5		--	\$0.00
1	2	2	Salaries	--	\$154,173.00
				Sub-Total	\$154,173.00

Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	3		--	\$0.00
				Sub-Total	\$0.00