Ector County Independent School District

Ector Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

Table of Contents

Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 43% to 50%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025-2026 MOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize 2025 End-of-Year MAP Reading data to begin data tracking, updating it with Beginning-of-Year and End-of-Year data throughout the school year. During PLCs, teachers will receive training on how to unpack the TEKS to ensure clarity and alignment in instruction. Teachers and students will collaboratively track progress by specific TEKS assessed, using this information to identify learning gaps, plan targeted interventions and tutoring blocks (that are built in the master schedule), create student ownership of learning, and celebrate academic growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress ○ Accomplished → Continue/Modify ✖ Discontinue

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

Performance Objective 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 36% to 45%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025-2026 MOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize 2025 End-of-Year MAP Math data to begin data tracking, updating it with Beginning-of-Year and End-of-Year data throughout the school year. During PLCs, teachers will receive training on how to unpack the TEKS to ensure clarity and alignment in instruction. Teachers and students will collaboratively track progress by specific TEKS assessed, using this information to identify learning gaps, plan targeted interventions and tutoring blocks (that are built in the master schedule), create student ownership of learning, and celebrate academic growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 3: By May of 2026, the % of students performing at the MEETS level on 6th-8th Math STAAR will increase from 20% to 30%.

Indicators of Success:
Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: 2026 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
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Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Math Specialist and Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 4: By May of 2026, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 32% to 40%.

Indicators of Success:
Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: 2026 STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.		**Formative**			**Summative**
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Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					
Strategy 2 Details		Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.		**Formative**			**Summative**
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Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction.	**Formative**			**Summative**
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Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 5: By May of 2026, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 64% to 70%.

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: ALG 1 EOC

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Math Specialist and Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction.	**Formative**			**Summative**
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Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress　　　◯ Accomplished　　　➡ Continue/Modify　　　✕ Discontinue

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

Performance Objective 6: By May of 2026, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 7% to 14%.

    Evaluation Data Sources: STAAR 2026

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores.
    Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs
 	
    Title I:
2.52, 2.534
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow.
    Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs
 	
    Title I:
2.52, 2.53
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Region 18 instructional specialists will support teachers during August and September by facilitating PLCs focused on Tier 1 instruction. This support will include coaching, content planning, modeling effective instructional practices, and providing actionable feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved teacher effectiveness in delivering Tier 1 instruction **Staff Responsible for Monitoring:** Admin/Department Head **Title I:** 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 7: By May of 2026, the % of students performing at the MEETS level on 8th Science STAAR will increase from 35% to 40%.

    Evaluation Data Sources: 2025 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores.
    Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs
 	
    Title I:
2.52, 2.534
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow.
    Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs
 	
    Title I:
2.52, 2.53
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs and Teachers **Title I:** 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Region 18 instructional specialists will support teachers during August and September by facilitating PLCs focused on Tier 1 instruction. This support will include coaching, content planning, modeling effective instructional practices, and providing actionable feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved teacher effectiveness in delivering Tier 1 instruction **Staff Responsible for Monitoring:** Admin/Department Head **Title I:** 2.534 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Student daily attendance will increase from 92.5% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Ector will establish a three-tiered attendance intervention system that includes parent phone calls, attendance contracts, and counselor or administrator conferences for students who fall below 95% attendance, with support from Communities In Schools to remove barriers and monitor progress weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student attendance **Staff Responsible for Monitoring:** Admin, counselors, CIS **Title I:** 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Ector will implement monthly incentives (e.g., grade-level competitions, recognition on the Eagle Wall, raffles, or classroom rewards) to celebrate students with 95% or higher attendance, reinforcing positive habits and building a culture of attendance awareness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student attendance **Staff Responsible for Monitoring:** Admin, counselors, CIS **Title I:** 2.531 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Exclusionary disciplinary infractions, with noted disproportionality among special education students and White students who receive out-of-school suspension or alternative education placement, will be reduced by 20%.

   Evaluation Data Sources: Decrease disciplinary infractions on campus.

Strategy 1 Details	Reviews			
Strategy 1: Counselors and administrators will implement personalized tiered behavior intervention plans through the MTSS framework to provide targeted support for students with repeated behavior incidents.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Reduce the need for exclusionary discpline.
     Staff Responsible for Monitoring: Admin, Counselors, MTSS Team.
 	
     Title I:
 2.52, 2.53, 2.531, 2.533
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Counselors and administrators will implement a student check-in/check-out system to provide daily goal setting, monitoring, and adult mentorship for students needing additional behavioral support.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Reduce the need for exclusionary discpline.
     Staff Responsible for Monitoring: Admin, Counselors, MTSS Team.
 	
     Title I:
 2.52, 2.533
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
	Oct	**Jan**	**Mar**	**May**

No Progress	Accomplished	Continue/Modify	Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Ector College Prep will strengthen its College, Career, and Military Readiness (CCMR) efforts by expanding AVID strategies campus-wide, incorporating college and career exploration into Eagle's Nest lessons, and hosting career days and student-led goal-setting conferences to foster a college-going culture and prepare students for future academic success.

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

Evaluation Data Sources: AVID evidence, Improving overall Academics

Strategy 1 Details		Reviews			
Strategy 1: Ector College Prep's AVID class will organize and lead campus-wide events such as College T-Shirt Days, Career Panels, and College Readiness Spirit Weeks. AVID students will serve as ambassadors to promote a college-going culture across all grade levels.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: School-wide participation in college and career events will improve student exposure to post-secondary options and contribute to a more connected and future-focused campus environment. **Staff Responsible for Monitoring:** Admin, AVID Teacher **TEA Priorities:** Connect high school to career and college					
Strategy 2 Details		Reviews			
Strategy 2: Ector College Prep AVID students will maintain college and career portfolios, including academic goals, reflections, and post-secondary interests.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will develop ownership of their academic and career pathways, resulting in increased engagement and preparedness for high school CCMR tracking. **Staff Responsible for Monitoring:** Admin, AVID Teacher **TEA Priorities:** Connect high school to career and college					
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue					

Board Goal 4: Classroom Excellence

Performance Objective 1: Ector College Prep will improve teacher retention from 30.6% to 45% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Evaluation Data Sources: Admin Coaching Feedback Cycles, MCLs

Strategy 1 Details	Reviews			
Strategy 1: Ector College Prep will establish a tiered support system that includes instructional coaching, monthly mentorship check-ins for new, returning, and international teachers, and regular feedback cycles from administrators and instructional leaders to build teacher capacity and confidence.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Build teacher capacity and confidence.				
Staff Responsible for Monitoring: Admin, ICs, MCLs				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: Ector College Prep will implement monthly staff recognition meetings and structured opportunities for staff voice and collaboration (e.g., culture committees, pulse surveys) to improve morale, belonging, and commitment to the campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase teacher retention and overall improve campus culture.				
Staff Responsible for Monitoring: Admin, Counselors, Committees				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Ector College Prep will improve classroom excellence by increasing the percentage of classrooms demonstrating aligned objectives, rigorous instruction, and student engagement from walkthroughs by 20% by May 2026.

Evaluation Data Sources: Admin Coaching Feedback Cycles, MCLs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. **Staff Responsible for Monitoring:** Admin, DCs, MCLs, ICs **Title I:** 2.52, 2.53 - **TEA Priorities:** 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				

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, 100% of core content teachers at Ector College Prep will engage in weekly PLCs focused on unpacking TEKS, aligning objectives to appropriate rigor, and planning for multiple response strategies, resulting in a 25% increase in classroom walkthroughs showing evidence of aligned instruction and student engagement.

    Evaluation Data Sources: Admin, MCLs, MTRTs, ICs, Math Specialist, Coaching Cycles

Strategy 1 Details		Reviews			
Strategy 1: Ector College Prep will provide teachers with consistent PLC agendas and protocols that guide teams through TEKS unpacking, objective alignment, and rigorous lesson planning to ensure consistency and instructional clarity across grade levels.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Improve teacher confidence and knowledge of the PLC framework.
    Staff Responsible for Monitoring: Admin, MCLs, MTRT, DCs
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 2 Details		Reviews			
Strategy 2: Ector College Prep will assign administrators, MCLs and instructional coaches to attend and support PLCs weekly by modeling lesson alignment strategies, monitoring progress, and providing on-the-spot coaching and feedback to improve planning and instructional outcomes.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Improve teacher confidence and knowledge of the PLC framework.
    Staff Responsible for Monitoring: Admin, MCLs, MTRT, DCs
 	
    ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

⚪ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 34% to 40%.

    Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Ector will create student-led committees and feedback forums (e.g., student advisory council, campus suggestion box, monthly principal roundtables) to increase student voice, involvement in school improvement, and ownership of campus culture.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase student participation on campus and create a stronger sense of student ownership.
     Staff Responsible for Monitoring: Administrators and counselors.
 	
     Title I:
 2.533
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Ector will have weekly SEL lessons, peer bonding, and mentoring activities during Eagle's Nest to ensure every student has a trusted adult and peer group connection.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Improve students sense of belonging.
     Staff Responsible for Monitoring: Admin, Counselors, Teachers
 	
     Title I:
 2.533
  - **ESF Levers:**
 Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Sense of Belonging Panorama data will increase from 37% to 45%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Ector will have weekly SEL lessons, peer bonding, and mentoring activities during Eagle's Nest to ensure every student has a trusted adult and peer group connection. **Strategy's Expected Result/Impact:** Improve students sense of belonging. **Staff Responsible for Monitoring:** Admin, Counselors, Teachers **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Ector will create student-led committees and feedback forums (e.g., student advisory council, campus suggestion box, monthly principal roundtables) to increase student voice, involvement in school improvement, and ownership of campus culture. **Strategy's Expected Result/Impact:** Increase student participation on campus and create a stronger sense of student ownership. **Staff Responsible for Monitoring:** Admin, Counselors **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue