Ector County Independent School District

DAEP

2022-2023 Campus Improvement Plan

Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: AEC student attendance will increase from 82% in 2021-22 to 87% in 2022-23.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance final year report for 2022-2023.

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will contact parents through School Status on 2nd absence. Communities in School representatives will contact parents on the 3rd day to follow up on the student and provide necessary resources.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved attendance rate and Positive Family Rapport **Staff Responsible for Monitoring:** Attendance Clerk, Communities in School Representative, and Principal **Title I:** 2.6 - 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: Campus administrators will monitor the weekly attendance percentage. Communication will be sent through School Status to inform parents of their student attendance rate and District Policy 90% Attendance requirements.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved attendance rate **Staff Responsible for Monitoring:** Campus administrators **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Provide students attendance awards according to placement days.	Formative			Summative
Strategy's Expected Result/Impact: Increased Attendance Rate	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Attendance Clerks, and Parents **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: AEC's percentage of students who will meet or exceed the STAAR progress measure will go from 32% to 40% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Pre and Post Assessments, MAP Growth Assessments, Short Cycle Unit Assessments, Monthly Istation ROI, STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators and District Curriculum Coordinators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Implement weekly schedules to facilitate data disaggregation and lesson planning to monitor student progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Develop teachers' content knowledge and DDI process	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, and District Curriculum Coordinators **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details			Reviews		
Strategy 3: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.			**Formative**		**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -						
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of 6th-grade testers achieving the meets on May STAAR will go from 30% to 35% in reading and 23% to 28% in math.

High Priority

HB3 Board Goal

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: May Reading and Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews			
Strategy 2: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.		Formative			Summative
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -					

Strategy 3 Details		Reviews			
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.		Formative			Summative
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: The percentage of 8th-grade testers achieving the meets on May STAAR will go from 36% to 41% in reading and 31% to 36% in math.

High Priority

HB3 Board Goal

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: May Reading and Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	**Oct**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of English 1 and Algebra 1 testers achieving meets on STAAR EOC will go from 31% to 36% in English 1 and 27% to 32% in Algebra 1.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: EOC STAAR

Strategy 1 Details	Reviews			
Strategy 1: Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators and District Curriculum Coordinators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Implement weekly schedules to facilitate data disaggregation and lesson planning to monitor student progress.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Develop teachers' content knowledge and DDI process **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase MAP and STAAR growth
    Staff Responsible for Monitoring: Campus Administrators and Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: Performance of the AEC economically disadvantaged student subgroup compared to their peers across the state of Texas will increase from 30% to 35% in math and reading growth.

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR

Strategy 1 Details		Reviews			
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning		**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -		**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: 60% of AEC students end of year RIT scores will meet or exceed individual growth projections based on MAP.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA MAP Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Reviews			
Strategy 1: Utilize the DDI process to disaggregate MAP data. Monitor Imagine Math and Istation student sessions to ensure students are mastering the specialized learning paths.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in reading and math MAP **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
Strategy 2 Details	Reviews			
Strategy 2: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home. **Strategy's Expected Result/Impact:** Parent Awareness of Student's Progress Increase Positive Parent Rapport **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Communities in School Representative **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 8: AEC out-of-school removals under action code 21 will decrease from 115 students to 90 in 2022-23.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: District Discipline Reports and Campus Referrals

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased ability for staff members to recognize and report abuse Unite staff to develop and implement campus processes that address adverse childhood experiences **Staff Responsible for Monitoring:** Campus-wide monitoring **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details		Reviews			
Strategy 2: Student Assistance Services Counselor and Guidance Counselor will conduct individual and group counseling sessions to address negative behaviors, suicidal thoughts, and/or the social-emotional needs of students.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Reduced discipline referrals, refer students for additional medical support, and increased attendance.
     Staff Responsible for Monitoring: Campus Administrators, Counselors, Communities in School Representatives
 	
     Title I:
 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture					

Strategy 3 Details		Reviews			
Strategy 3: Collaborate with Ector County Youth Center to create a transition process where probation officers engage in monthly meetings with AEC instructional staff to monitor and review student academic levels and classroom behaviors.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Successful transition process that increases academic levels and promotes positive student behavior.
     Staff Responsible for Monitoring: Campus Administrators, Counselors, and ECYC Leadership Team
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 50% or more of AEC Kindergarten- 2nd-grade students will read at or above grade level by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal, Walk Throughs

Strategy 1 Details	Reviews			
Strategy 1: Implement the Science of Teaching Reading Academy framework and research-based strategies to develop literacy communities that enhance learning in all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in Tier I instruction	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, District Reading Coordinators, and Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			

Strategy 2: Utilize the DDI process to identify students' academic needs to develop intervention plans.		Formative			Summative
Strategy's Expected Result/Impact: Close academic gaps and increase the passing rate of student assessments		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning					

Strategy 3 Details		Reviews			

Strategy 3: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level.		Formative			Summative
Strategy's Expected Result/Impact: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal writing		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, and LLI Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 4 Details		Reviews			

Strategy 4: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.		Formative			Summative
Strategy's Expected Result/Impact: Parent Awareness of Student's Progress Increase Positive Parent Rapport		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, Communities in School Representative **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 50% or more of AEC 3rd-grade students will perform at the Meets level on STAAR 2023.

    High Priority

    Evaluation Data Sources: Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal

Strategy 1 Details	Reviews			
Strategy 1: Implement the Science of Teaching Reading Academy framework and research-based strategies to develop literacy communities that enhance learning in all content areas.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improvement in Tier I instruction
    Staff Responsible for Monitoring: Campus Administrators, District Reading Coordinators, and Teachers
 	
    Title I:
    2.4, 2.6
    - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Utilize the DDI process to identify students' academic needs to develop intervention plans.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Close academic gaps and increase the passing rate of student assessments
    Staff Responsible for Monitoring: Campus Administrators, Teachers, and District Curriculum Coordinators,
 	
    Title I:
    2.4, 2.6
    - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
Lever 1: Strong School Leadership and Planning
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Student Progress is evident in the monthly Istation test and three times a year MAP assessments.
    Staff Responsible for Monitoring: Campus Administrator, Teachers, and LLI Interventionist
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Three hours a week of reading and math FEV Tutoring for 3rd-grade students performing below grade level.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, Imagine Math Session Mastery, and EOY STAAR
    Staff Responsible for Monitoring: Campus Administrators and Teachers
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction					

Strategy 5 Details		Reviews			
Strategy 5: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Parent Awareness of Student's Progress
Increase Positive Parent Rapport
    Staff Responsible for Monitoring: Campus Administrators, Teachers, Communities in School Representative
 	
    Title I:
2.4, 2.6, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: The number of AEC students that will meet at least one CCMR accountability indicator by May 2023 will increase by 5 students.

    High Priority

    HB3 Board Goal

    Indicators of Success:
    College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

    Evaluation Data Sources: Tracking Documents

Strategy 1 Details	Reviews			
Strategy 1: Campus Administrators and Counselors will pull and disaggregate data to identify students who have not met CCMR accountability.	**Formative**			**Summative**
Strategy's Expected Result/Impact:	**Oct**	**Jan**	**Mar**	**May**

Increase campus CCMR accountability. Students will be prepared for post-secondary education.   **Staff Responsible for Monitoring:** Campus Administrators and Counselors
 	
    Title I:
    2.6
    - TEA Priorities:
    Connect high school to career and college, Improve low-performing schools
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Guidance Counselors will look at transcripts and courses to ensure students will meet CCMR Accountability.	**Formative**			**Summative**
Strategy's Expected Result/Impact:	**Oct**	**Jan**	**Mar**	**May**

Increase campus CCMR accountability. Students will be prepared for post-secondary education.
    Staff Responsible for Monitoring: Campus Administrators and Counselors
 	
    Title I:
    2.6
    - TEA Priorities:
    Connect high school to career and college, Improve low-performing schools
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning				

Strategy 3 Details		Reviews			
Strategy 3: Counselors will meet with students and create a plan to enroll in classes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase campus CCMR accountability. Students will be prepared for post-secondary education.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators and Counselors					
Title I: 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning					

Strategy 4 Details		Reviews			
Strategy 4: Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student credits necessary for advancement.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Parents					
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					
Funding Sources: DAEP Counselor, Personalized learning materials, technology - Title One Homeless - $35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - $50,000, CIS, Supplemental learning materials and technology - State Comp Ed - $200,000					

Strategy 5 Details		Reviews			
Strategy 5: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Parent Awareness of Student's Progress					

Increase Positive Parent Rapport

Staff Responsible for Monitoring: Campus Administrators, Teachers, Communities in School Representative

Title I:
2.4, 2.6, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: The number of AEC students that will graduate by Summer 2023 will increase by 5 students.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Tracking Documents

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student credits necessary for graduation	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Parents				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Funding Sources: DAEP Counselor, Personalized learning materials, technology - Title One Homeless - $35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - $50,000, CIS, Supplemental learning materials and technology - State Comp Ed - $200,000				

Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will conduct biweekly meetings with counselors, attendance clerks, and Communities in School representatives to track and address students' attendance, behavior, and academic concerns.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase attendance, graduation, and academic levels				
Staff Responsible for Monitoring: Campus Administrators, Counselors, Communities in School Representatives, and Attendance Clerks				
Title I: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			

Strategy 3: Intensive family support for students who transition from Ector County Youth Center and/or Texas Youth Commission.
   Strategy's Expected Result/Impact: Increase in the student graduation rate.
   Staff Responsible for Monitoring: Campus-wide monitoring
 	
   Title I:
2.6
  - TEA Priorities:
Connect high school to career and college, Improve low-performing schools
  - ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: AEC will increase school connectedness from 43% to 48%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Implementation of SEL curriculum using the 7 Mindsets school-wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student emotional and academic education.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Teachers, and Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased ability for staff members to recognize and report abuse Unite staff to develop and implement campus processes that address adverse childhood experiences **Staff Responsible for Monitoring:** Campus-wide monitoring **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Ector County Youth Center to create a transition process where probation officers engage in monthly meetings with AEC instructional staff to monitor and review student academic levels and classroom behaviors.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Successful transition process that increases academic levels and promotes positive student behavior. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, and ECYC Leadership Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue