

# **Ector County Independent School District**

## **DAEP**

### **2025-2026 Board Goals/Performance Objectives/Strategies**



# **Mission Statement**

Guide, Nurture, and Empower

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

# **Vision**

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

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# Board 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, AEC students will improve Mathematics STAAR performance from 0% Meets in 2025 to 6th Grade: 5% Meets, 7th Grade: 5% Meets, 8th Grade: 6% Meets, Algebra I: 7% Meets

**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%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

**Evaluation Data Sources:** MAP MOY and EOY

IReady Diagnostic Reports

Checkpoints

STAAR Results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.  <b>Strategy's Expected Result/Impact:</b> This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 3 - Perceptions 4 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - School Organization 5		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Middle and High School classroom teachers will utilize IXL Math for grades 6+, IReady Math and adhere to the ECISD MATH Framework.  <b>Strategy's Expected Result/Impact:</b> By utilizing IXL Math (grades 6+), i-Ready Math, and adhering to the ECISD Math Framework, middle and high school teachers will provide students with differentiated acceleration and TEKS-aligned math instruction. Students will demonstrate measurable growth on progress monitoring assessments and improved mastery of math objectives, which will increase overall academic readiness and support successful transitions back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - Student Achievement 1 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter.  <b>Strategy's Expected Result/Impact:</b> Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Family and Community Engagement 3 - School Organization 3		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



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**Performance Objective 1 Problem Statements:****Student Learning**

**Problem Statement 1:** When enrollment increases, students are frequently grouped into multi-grade classrooms, which limits the campus's ability to deliver instruction aligned to each student's specific grade-level standards and developmental needs. This misalignment hinders academic progress, contributes to increased classroom management challenges, and negatively affects both student engagement and teacher instruction. **Root Cause:** Staffing limitations and facility constraints require the campus to combine students from multiple grade levels into single classrooms. This structure reduces the capacity to provide grade-specific, developmentally appropriate instruction and limits the ability to differentiate effectively, contributing to gaps in academic support and classroom management challenges.

**Problem Statement 6:** Without adequate curriculum support and access to high-quality instructional materials, teachers face challenges in planning effective lessons, implementing best instructional practices, and accurately assessing student learning. These limitations contribute to instructional gaps, inconsistent student outcomes, and reduced teacher confidence and overall instructional effectiveness. **Root Cause:** Teachers lack consistent guidance, access to aligned resources, and ongoing support from the curriculum department. This results in uncertainty when planning and delivering instruction that fully aligns with state standards and assessment expectations, ultimately impacting instructional quality and student achievement.

**School Processes & Programs**

**Problem Statement 1:** The consistently high rate of student turnover creates significant challenges in building lasting relationships, maintaining instructional continuity, and monitoring academic and behavioral growth over time. This constant transition undermines campus culture and limits the effectiveness of long-term interventions, making it difficult to provide stable, sustained support for students and staff. **Root Cause:** As a DAEP, the campus experiences frequent and predictable student turnover due to the short-term nature of placements. This results in a constantly shifting student population with diverse academic levels, behavioral needs, and limited time for intervention, making it difficult to build consistent relationships, deliver sustained instruction, or implement long-term supports effectively.

**Problem Statement 3:** Without adequate curriculum support and access to high-quality instructional materials, teachers face challenges in planning effective lessons, implementing best instructional practices, and accurately assessing student learning. These limitations contribute to instructional gaps, inconsistent student outcomes, and reduced teacher confidence and overall instructional effectiveness. **Root Cause:** Teachers lack consistent guidance, access to aligned resources, and ongoing support from the curriculum department. This results in uncertainty when planning and delivering instruction that fully aligns with state standards and assessment expectations, ultimately impacting instructional quality and student achievement.

**Problem Statement 6:** When enrollment increases, students are frequently grouped into multi-grade classrooms, which limits the campus's ability to deliver instruction aligned to each student's specific grade-level standards and developmental needs. This misalignment hinders academic progress, contributes to increased classroom management challenges, and negatively affects both student engagement and teacher instruction. **Root Cause:** Staffing limitations and facility constraints require the campus to combine students from multiple grade levels into single classrooms. This structure reduces the capacity to provide grade-specific, developmentally appropriate instruction and limits the ability to differentiate effectively, contributing to gaps in academic support and classroom management challenges.

**Perceptions**

**Problem Statement 4:** Without adequate curriculum support and access to high-quality instructional materials, teachers face challenges in planning effective lessons, implementing best instructional practices, and accurately assessing student learning. These limitations contribute to instructional gaps, inconsistent student outcomes, and reduced teacher confidence and overall instructional effectiveness. **Root Cause:** Teachers lack consistent guidance, access to aligned resources, and ongoing support from the curriculum department. This results in uncertainty when planning and delivering instruction that fully aligns with state standards and assessment expectations, ultimately impacting instructional quality and student achievement.

**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, AEC students will improve Reading STAAR performance from 0% Meets in 2025 to 6th Grade: 5% Meets, 7th Grade: 6% Meets, 8th Grade: 7% Meets, English I: 8% Meets, and English II: 8% Meets.

**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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%





**Evaluation Data Sources:** IReady Diagnostics increasing from BOY to EOY

Checkpoints

HMH Read 180

MAP growth from BOY to MOY to EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.  <b>Strategy's Expected Result/Impact:</b> This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Middle and High School classroom teachers will utilize HMH Read 180 for grades 6+, IReady Reading, Sirius and adhere to the ECISD RLA Framework.  <b>Strategy's Expected Result/Impact:</b> By utilizing HMH Read 180 (grades 6+), i-Ready Reading, Sirius and adhering to the ECISD RLA Framework, middle and high school teachers will provide students with differentiated acceleration and TEKS-aligned reading instruction. Students will demonstrate measurable growth on progress monitoring assessments and improved mastery of reading objectives, which will increase overall academic readiness and support successful transitions back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter.  <b>Strategy's Expected Result/Impact:</b> Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 3:** By May 2026, AEC students will improve Science STAAR performance from 0% Meets in 2025 to 8th Grade: 6% Meets and Biology: 7% Meets.

**Evaluation Data Sources:** Checkpoints  
MAP growth from BOY to MOY to EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> AEC teachers will implement hands-on, inquiry-based labs aligned to key STAAR readiness standards in both 8th Grade Science and Biology. Weekly lab experiences will reinforce core concepts, enabling students to apply scientific practices rather than simply memorize facts.  <b>Strategy's Expected Result/Impact:</b> By implementing weekly hands-on, inquiry-based labs aligned to key STAAR readiness standards in 8th Grade Science and Biology, AEC teachers will provide students with opportunities to actively engage in the scientific process. These lab experiences will deepen conceptual understanding, strengthen problem-solving skills, and improve students' ability to apply scientific practices rather than rely solely on memorization. As a result, students will demonstrate increased mastery of STAAR readiness standards, improved critical thinking, and measurable gains in Science STAAR performance, supporting overall academic growth and successful transitions back to their home campuses.  <b>Staff Responsible for Monitoring:</b> FTEs Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter.  <b>Strategy's Expected Result/Impact:</b> Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



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

**Performance Objective 4:** By May 2026, AEC students will improve Social Studies STAAR performance from 0% Meets in 2025 to 8th Grade: 6% Meets and US History: 7% Meets.

**Evaluation Data Sources:** Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter.  <b>Strategy's Expected Result/Impact:</b> Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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**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:** AEC Counselor will identify 9th grade students who are at risk of failing two or more classes and connect them with available campus services to reduce the district's 9th grade dropout rate from 32% to 27% or lower by May 2026.

**Evaluation Data Sources:** Academic Performance Data  
Attendance Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Saturday Student Support Program will provide on-site teachers to address individual learning needs, academic concerns, and content comprehension. The program will prioritize students transitioning from youth centers and those with chronic absenteeism, offering targeted opportunities to recover lost credits, strengthen STAAR readiness, and close learning gaps. Students will utilize Edgenuity and district-approved platforms for coursework completion, academic intervention, and skill reinforcement.  <b>Strategy's Expected Result/Impact:</b> Students will recover missed credits, demonstrate improved content mastery, and close critical learning gaps. This program will increase overall student achievement, reduce the risk of grade retention, and enhance readiness for successful transition back to home campuses.  <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.51, 2.53, 2.533 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SAS Counselor, Guidance Counselor, Behavior Interventionist or Communities in School will provide social-emotional support and behavior coaching to help students build resilience, self-regulation, and coping skills. Teachers and administrators will monitor student progress through completion rates, assessment performance, and SEL growth indicators.</p> <p><b>Strategy's Expected Result/Impact:</b> AEC students will receive targeted social-emotional support and behavior coaching to strengthen resilience, self-regulation, and coping skills. Teachers and administrators will monitor student progress through completion rates, assessment performance, and SEL growth indicators. As a result, students will demonstrate improved classroom behavior, stronger coping strategies, and increased academic engagement. These gains will contribute to higher student achievement, reduced behavioral incidents, and more successful transitions back to home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.53, 2.531, 2.533</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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**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 for 6th- 12th grades who are repeat offenders will decrease discipline referrals from 39.16% to 34.16%.

**Evaluation Data Sources:** PIEMS Discipline Data  
Academic Performance Data  
Attendance Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Communities in Schools (CIS) representative and the AEC Behavior Interventionist will collaborate in bi-weekly meetings to review student behavior concerns and develop targeted intervention plans. Once students with behavior concerns are identified, a Multi-Tiered Support System (MTSS) meeting will be scheduled with their families to determine next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> By developing individualized intervention plans and engaging families in Multi-Tiered Support System (MTSS) meetings, the campus will ensure that students' behavioral and social-emotional needs are addressed proactively. As a result, students will demonstrate improved self-regulation, reduced behavior incidents, and stronger family-school partnerships. These supports will enhance student engagement, improve overall school climate, and increase the likelihood of successful transitions back to home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Representative Behavior Interventionist Assistant Principals Principal</p> <p><b>Title I:</b> 2.51, 2.53, 2.531, 2.533 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional learning to AEC staff on trauma informed behavior interventions and de-escalation strategies from district MTSS Behavior Team and Region 18. <b>Strategy's Expected Result/Impact:</b> Strengthen AEC faculty capacity to implement trauma informed behavior interventions and effective de-escalation strategies. Teachers and support staff will develop a deeper understanding of how to proactively address challenging behaviors while maintaining positive, inclusive classroom environments. As a result, the campus will see a reduction in office referrals and crisis incidents, improved student-teacher relationships, and a stronger sense of safety and belonging for students. These outcomes will contribute to improved school climate and support students' successful transition back to their home campuses. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Behavior Interventionist MTSS Team  <b>Title I:</b> 2.533, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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:** By May 2026, 100% of AEC and ECYC high school students will engage in college, career, and military readiness preparation activities, such as TSI practice, career interest inventories, or credit recovery opportunities, ensuring smoother transition to home campuses where formal CCMR indicators can be earned.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> The Saturday Student Support Program will provide on-site teachers to address individual learning needs, academic concerns, and content comprehension. The program will prioritize students transitioning from youth centers and those with chronic absenteeism, offering targeted opportunities to recover lost credits, strengthen STAAR readiness, and close learning gaps. Students will utilize Edgenuity and district-approved platforms for coursework completion, academic intervention, and skill reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will recover missed credits, demonstrate improved content mastery, and close critical learning gaps. This program will increase overall student achievement, reduce the risk of grade retention, and enhance readiness for successful transition back to home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Family Night for College, Career, and Military Readiness: Partner with Odessa College, Texas Workforce representatives, and military recruiters to provide families with information and resources. We will have information on high school endorsement areas and pathways, dual credit, AP, and CTE opportunities. <b>Strategy's Expected Result/Impact:</b> Students and families will gain a stronger understanding of college, career, and military readiness options. Families will be better equipped to support students in meeting CCMR indicators after transitioning back to their home campus. Increased participation in CCMR-aligned programs once students return to their home campus. <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals  <b>Title I:</b> 2.532 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

**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 4:** AEC attendance for the year will increase from 82.7% to 88% and AEC students 6th- 12th grades who are repeat offenders will increase attendance from 82.71% to 87.71%.

**Evaluation Data Sources:** PEIMS Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance Data Review &amp; Intervention Planning: The Community Outreach Center (COC) representative and the AEC campus office team will collaborate through bi-weekly meetings to review student attendance data, identify students with chronic absenteeism, and develop targeted intervention plans. The team will continuously monitor progress and adjust supports to ensure that strategies remain responsive to the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Community Outreach Center representative Instructional Staff Assistant Principals Principal</p> <p><b>Title I:</b> 2.53</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Saturday Student Support Program will provide on-site teachers to address individual learning needs, academic concerns, and content comprehension. The program will prioritize students transitioning from youth centers and those with chronic absenteeism, offering targeted opportunities to recover lost credits, strengthen STAAR readiness, and close learning gaps. Students will utilize Edgenuity and district-approved platforms for coursework completion, academic intervention, and skill reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> AEC will see an increase in credit completion rates, improved student performance on progress monitoring and STAAR assessments, and stronger re-engagement in academics. These gains will reduce risk of retention, support student promotion to the next grade level, and increase readiness for successful transition back to home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Board Goal 4: Classroom Excellence

**Performance Objective 1:** The AEC leadership team will collaborate with district and home campus administrators to develop coordinated transition plans that provide academic, behavioral, and social-emotional supports. As a result, the district Significant Disproportionality Discipline African American Risk Ratio will decrease from 3.5 in 2024-25 to 2.4 or lower by the end of the 2025-26 school year.





**Evaluation Data Sources:** Discipline Data  
Eduphoria: Exhibit A and B  
MTSS Data Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AEC Behavior Interventionists will collaborate monthly with district behavior specialists to provide targeted supports for student transitions back to home campuses. These meetings will focus on sharing effective academic, behavioral, and social-emotional strategies to increase the likelihood of sustained student success.  <b>Strategy's Expected Result/Impact:</b> Sharing effective academic, behavioral, and social-emotional strategies, staff will increase student readiness for reentry and reduce the likelihood of repeat disciplinary placements.  <b>Staff Responsible for Monitoring:</b> AEC Behavior Interventionist Principal Assistant Principals MTSS Team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AEC administrators will conduct transition meetings with the home campus behavior coordinator, parent/guardian, and designated campus support members. These meetings will focus on reviewing academic progress, behavioral growth, and social-emotional supports to ensure a smooth transition. Collaborative planning will establish clear expectations, identify needed interventions, and connect students to ongoing resources at their home campus, thereby increasing the likelihood of sustained success.  <b>Strategy's Expected Result/Impact:</b> Students will experience smoother reentry, stronger continuity of supports, and reduced risk of repeat disciplinary placements. This collaborative approach will increase student engagement, improve academic outcomes, and enhance long-term readiness for sustained success at the home campus.  <b>Staff Responsible for Monitoring:</b> AEC Behavior Interventionist Principal Assistant Principals SAS and Guidance Counselor	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

## Board Goal 5: Culture of Excellence

**Performance Objective 1:** AEC Panorama will increase 19% to 25% in Student Engagement.

**Evaluation Data Sources:** Panorama Data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Consistent CHAMPS and AEC Campus Procedures <b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved self-regulation, reduced disruptive behaviors, and increased engagement in academic tasks. This will contribute to a safer, more supportive campus climate and better prepare students for successful transitions back to their home campuses. <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals Behavior Interventionist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. <b>Strategy's Expected Result/Impact:</b> AEC teachers will implement effective routines, clear expectations, and differentiated instructional strategies that promote student engagement. As a result, students will demonstrate higher levels of participation, improved academic performance, and increased ownership of their learning. These gains will close learning gaps, improve classroom climate, and prepare students for successful reentry to their home campuses. <b>Staff Responsible for Monitoring:</b> Instructional Staff Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



## Board Goal 5: Culture of Excellence

### Performance Objective 2: AEC Panorama will increase from 22% to 28% in School Connectedness

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement one iLead SEL lesson per week to deliver the ten essential social-emotional learning competencies to students. Each quarter, campus counselors will conduct brief check-ins with staff to monitor and support consistent implementation of the iLead program.  <b>Strategy's Expected Result/Impact:</b> Foster an environment that promotes a positive mindset towards positive self-awareness, self-efficacy, perseverance, and overall well-being and personal growth.  <b>Staff Responsible for Monitoring:</b> FTE Counselors/ Community in School Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a Positive and Inclusive Classroom Climate  <b>Strategy's Expected Result/Impact:</b> Students will demonstrate stronger connections to school, improved behavior, and greater academic engagement. These outcomes will contribute to a safer, more inclusive campus culture and support successful student transitions back to their home campuses.  <b>Staff Responsible for Monitoring:</b> AEC Faculty Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				