Agenda of Regular Meeting

The Board of Trustees
Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held September 16, 2025, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
Cavazos Elementary School Students Charlotte Kuehlem and Asael Muñiz
4. Invocation: Associate Minister Randy Unruh, Stonegate Odessa Church
5. Special Presentations:
Introduction of Teacher Incentive Allotment Level Up Teachers
Announcement of AP Scholars, AP Scholars with Honor, and AP Scholars with Distinction
6. Opening Remarks by Superintendent
7. Public Comment
8. Bond 2023
    - A. Bond 2023 Update 3
    - B. Discussion of and Request for Approval of Contract with Henthorn Commercial Construction to build the New Ag Farm Facility 21
    - C. Discussion of and Request for Approval of an A121 Standard Form of Master Agreement to be used in Job Order Contracting (JOC) for Priority 1 and 2 Renovations in the 2023 ECISD Bond Program 131
9. Action Items
    - A. Discussion of and Request for Approval of Ordinance to Set 2025 Tax Rate for 2025-2026 179
    - B. Discussion of and Request for Approval of Purchases over $50,000 196
    - C. Discussion of and Request for Approval of 2025-2026 Budget Amendment #2 202
    - D. Discussion of and Request for Approval of an Easement for Oncor Electric Delivery 206
    - E. Discussion of and Request for Approval of the 2025-2026 ECISD Campus Improvement Plans 215
10. Consent Agenda 1356
    - A. Request for Approval of Minutes of Meetings 1357

B. Request for Approval of Bills for Payment 1372
C. Request for Approval of Acceptance of Donations Over $10,000 1385
D. Request for Approval of Extracurricular Status of 4-H Organization Resolution and Adjunct Staff Members 1398
E. Request for Approval of New Tech Odessa SkillsUSA Student Out-of-State Travel to Washington, D.C. 1403
F. Request for Approval of Permian High School Choir Student Out-of-State Travel to Orlando, FL 1407
G. Request for Approval of Permian High School Orchestra Student Out-of-State Travel to Orlando, FL 1412
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Children with Disabilities 1418
I. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Parent Power Program 1427
J. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Transition 1430
K. Reapproval of Texas Education Agency (TEA) Alternate Approver for Superintendent, to Document Name of Alternate Approver in Minutes 1433
11. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.] Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
12. Information Items 1434
A. Financials 1435
B. Purchases Over $50,000 Informational Report 1440
C. Routine Personnel Report 1449
13. Closing Remarks by Superintendent
14. Adjournment

BOND 2023 UPDATE

Superintendent and Board of Trustees will discuss various aspects of the 2023 Bond.

BOND 2023

School Board Update

September 2025



Ector County ISD

CTE



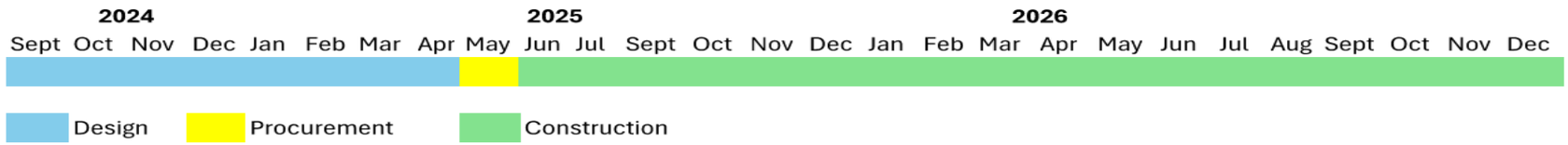
CONSTRUCTION UPDATE

DESIGN

- Building Pads are complete
- Site fill is in progress
- Permits received from the City of Odessa
- Foundation excavation started

COST SUMMARY	
Budget:	$93,735,916
Encumbrance:	$88,511,250
Actual:	$5,224,666
Available:	$0
Percentage Complete:	5%

CTE Schedule



DIFFERENT FROM THE GROUND UP

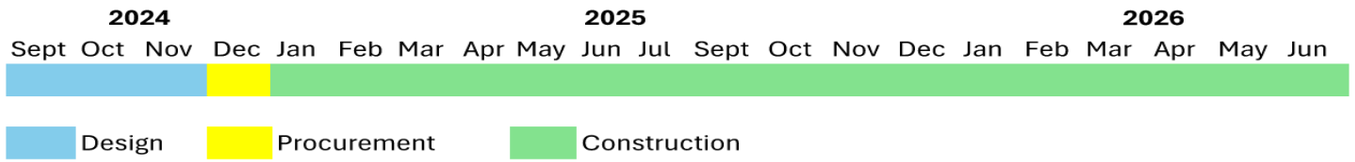


Ector County ISD

Middle School



Middle School



CONSTRUCTION UPDATE

Construction

- Slab-on grade placement in drama area
- Site utilities installation is on-going
- Foundation work is on-going
- Electrical and Plumbing is on-going
- Steel erection on-going
- Blockwork on-going around Auditorium

COST SUMMARY	
Budget:	$120,794,898
Encumbrance:	$80,667,337
Actual:	$25,943,756
Available:	$14,183,805
Percentage Complete:	21%

DIFFERENT FROM THE GROUND UP

GALLAGHER


ECISD MS 8.27.25

September 2025

Ector County ISD

Transition Learning Center





CONSTRUCTION UPDATE

Design

- Contract negotiation complete
- Contract approved at August BOT meeting
- Estimated start date is on or before 9/15/25

COST SUMMARY	
Budget:	$8,000,000
Encumbrance:	$6,671,825
Actual:	$324,619
Available:	$1,003,556
Percentage Complete:	4%

Transition Learning Center

	2025											2026				
Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Design | Procurement | Construction

WWW.GALLAGHERTX.COM

DIFFERENT FROM THE GROUND UP

GALLAGHER

September 2025

Ector County ISD

Permian HS Auditorium Renovations



Construction Update	
Site Summary	
The demolition phase is being finalized. Concrete subcontractors are working in the drama theater, while electric and plumbing work is ongoing throughout.	
Cost Summary	10
Budget	**$12,500,000**
Encumbrance	**$10,729,482**
Actual	**$845,493**
Available	**$925,025**
Percentage Complete	**5%**

July 2024 – April 2025

Design

April – May 2025

Procurement

June 2025 – May 2026

Construction

September 2025

Ector County ISD

Permian JROTC Facility



Construction Update	
Site Summary	
Earthwork and pad leveling ongoing. Concrete soon to be poured.	
Cost Summary	11
Budget	**$1,520,199**
Encumbrance	**$26,155**
Actual	**$139,387**
Available	**$1,354,657**
Percentage Complete	**8%**

August 2024 – January 2025

Design

January – April 2025

Procurement

May 2025 – January 2026

Construction

September 2025

Ector County ISD

CTE – Ag Farm



SOUTHWEST PERSPECTIVE

Construction Update	
Site Summary	
A construction contract will be presented for Board approval later this evening.	
Cost Summary	
Budget	12 **$7,500,000**
Encumbrance	**$33,093**
Actual	**$378,293**
Available	**$7,088,614**
Percentage Complete	**4%**

July 2024 – March 2025

Design

→

May - July 2025

Procurement

→

August 2025 – June 2026

Construction

Ector County ISD

Transportation



Site Summary
Project is currently in the design phase. Parkhill Architects were on-site August 28 to meet with ECISD's Transportation Department.

COST SUMMARY	13
Budget	$25,000,000
Encumbrance	$1,429,501
Actual	$5,367,787
Available	$18,202,712
Percentage Complete	21%

April - October 2025

Design

November 2025– January 2026

Procurement

March 2026

Construction

September 2025

Ector County ISD

Priority 1 and 2 Projects - Roofing





Package 1- In Progress
Burleson- Completed
Murry Fly- *In Progress*
Travis- *In Progress*
Zavala- *In Progress*

Package 2- Design/Planning Stage
Noel
San Jacinto
Cameron
Crockett
Ector MS

Burleson and Travis ES

- Construction was ongoing at Burleson from April throughout Summer
- Burleson has successfully reopened to serve PK students
- Amstar is back on-site to finalize remaining items
- Subcontractors are currently focused on Travis
- Trenching is underway to replace plumbing lines throughout the building
- Substantial completion for Travis is anticipated for December





Technology – Surveillance Project

- This project is at 50% total completion
- To date, ECISD has received 2,035 cameras
- There is approximately 6 months remaining for project completion





Before After

16

BOND 2023

Fine Arts Update

- 1,412 instruments have been ordered.
- 1,312 have arrived.
- 232 have been delivered since the beginning of August.
- All middle school risers have been ordered at this time.







ECISD BOND 2023



FINANCE

ECISD
BOND 2023

ECISD Bond 2023
Costs by Project
as of 9/1/2025

Ector County Independent School District

Notes	Project Name	Initial Project Budget	Moved Budget	Adjusted Budget	Actual Paid 2023/2024	Actual Paid 2024/2025	Actual Paid 2025/2026	Purchase Orders Encumbrance	Remaining Available	Percentage Utilized	
1	MIDDLE SCHOOL	120,000,000	794,898	120,794,898	2,490,112	23,176,623	277,021	80,667,337	14,183,805	21%	
2	PRIORITY 1&2 ITEMS	117,783,000		117,783,000	187,989	3,147,420	841,714	12,969,150	100,636,727	3%	
3	HS/CTE CENTER	80,000,000	13,735,916	93,735,916	398,966	4,190,007	635,693	88,511,250	(0)	5%	
4	TRANSPORTATION FACILITY	35,000,000	(10,000,000)	25,000,000	47,250	5,320,537		1,429,501	18,202,712	21%	
5	AUDITORIUM RENO-PHS	12,500,000		12,500,000		612,239	233,254	10,729,482	925,025	5%	
6	TECHNOLOGY-PA, BELL, CLOCK, FA SYS	10,000,000		10,000,000		4,615,643	139,650	3,395,882	1,848,825	46%	
7	LAND PURCHASE	9,000,000	(4,551,013)	4,448,987	16,988	75,730		-	4,356,270	2%	
8	TRANSITION LEARNING CENTER	8,000,000		8,000,000		286,175	38,444	6,671,825	1,003,556	4%	
9	AG FARM BUILDINGS-CTE	7,500,000		7,500,000		311,002	67,291	33,093	7,088,614	4%	
10	TECHNOLOGY ITEMS-SURVEILLANCE	6,000,000		6,000,000		4,656,069		576,032	767,899	78%	
11	FINE ARTS INSTRUMENTS	3,665,000		3,665,000	299,663	1,603,320	42,139	740,558	979,320	52%	
12	TECH ITEMS-FLT PNL BDS,AV EQP	3,500,000		3,500,000	3,422,512	76,872		-	616	100%	complete
13	TECHNOLOGY - PHONE SYS	2,500,000		2,500,000		-		-	2,500,000	0%	
14	TRANSPORTATION BUSES	2,450,000		2,450,000		-		2,412,297	37,703	0%	
15	JROTC FACILITY	1,500,000	20,199	1,520,199		128,625	10,762	26,155	1,354,657	8%	
16	TECHNOLOGY ITEMS - AV EQUIP	1,500,000		1,500,000		984,162		-	515,838	66%	
17	ATH-MS GYM BLEACHERS	1,000,000		1,000,000		845,158		-	154,842	85%	complete
18	MS UNIF-BAND&MARIACHI	685,000		685,000		7,247		38,587	639,166	1%	
19	ATH-BB & TENNIS LIGHTS-OHS	650,000	(14,200)	635,800		611,691		-	24,109	96%	complete
20	ATH-MS TENNIS COURT RESURFACE	480,000		480,000	216,826	121,812		-	141,362	71%	
21	ATH-BASEBALL LIGHTING-PHS	400,000	14,200	414,200		413,200		-	1,000	100%	complete
22	MS PERFORMANCE RISERS	150,000		150,000		82,018		44,253	23,729	55%	
	Totals	$ 424,263,000	$ -	$ 424,263,000	$ 7,080,306	$ 51,265,549	$ 2,285,968	$ 208,245,402	$ 155,385,775		
	Percent	100%	0%	0%	2%	12%	1%	49%	37%		

Notes:

1 Moved MS land costs and matching budget from land project to MS project totaling $794,898.

3 Unused funds of $10m from the Transportation Facility and unused funds of $3,735,916 from land purchase were reallocated to the CTE High School.

3 CTE High School donation from PSP of an additional $10 million is accounted for separately in Fund 468 so that it is not commingled with bond funds.

4 Moved budget of $10m to CTE High School.

7 Unused funds from land purchased were reallocated as follows: MS $794,898; CTE HS $3,735,916, and $20,199 for JROTC facility.

15 Moved from land project to ROTC facility to cover slight increase in cost of $20,199.

19 Moved budget of $14,200 from one light project to the other.

21 Moved budget of $14,200 from one light project to the other.

THANK YOU



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Associate Superintendent – District Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF CONTRACT WITH HENTHORN COMMERCIAL CONSTRUCTION TO BUILD THE NEW AG FARM FACILITY**

DATE: September 16, 2025

The Administration requests that the Board approve the contract with Henthorn Commercial Construction to act as the general contractor in building the new Ag Farm Facility as part of the 2023 ECISD Bond Program. The cost for construction of this facility will be $6,597,996.

****

Administrative Recommendation:

Approval of the Henthorn Commercial Construction Contract for the New Ag Farm Facility

AIA® Document A101® – 2017

Standard Form of Agreement Between Owner and Contractor *where the basis of payment is a Stipulated Sum*

AGREEMENT made as of the 16th day of September in the year 2025
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Ector County ISD
802 N Sam Houston
Odessa, TX 79762

and the Contractor:
(Name, legal status, address and other information)

Henthorn Commercial Construction, LLC
2011 Ave C
Lubbock, TX 79404

for the following Project:
(Name, location and detailed description)

ECISD Ag-Farm RFP #26-01
7651 W. Dunn Street
Odessa, TX 79763

The Architect:
(Name, legal status, address and other information)

PARKHILL
3000 Internet Boulevard, Suite 550
Frisco, Texas 75034

The Owner and Contractor agree as follows.

WHEREAS Ector County Independent School District (hereinafter referred to as "Owner") and Henthorn Commercial Construction, LLC (hereinafter referred to as "Contractor") desire to enter into a contract under which Contractor will perform construction services relating the above-referenced Projects on behalf of Owner;

WHEREAS Owner and Contractor have agreed to enter into AIA Document A101™-2017 Standard Form of Agreement between Owner and Contractor ("Contract") as the basic form for that contract; and

WHEREAS certain terms and conditions of the contract must be modified to comply with applicable laws and policies affecting Owner and Contractor on this project, Owner and Contractor hereby agree to the following amendments to the Contract:

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

The parties should complete A101®–2017, Exhibit A, Insurance and Bonds, contemporaneously with this Agreement. AIA Document A201®–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

TABLE OF ARTICLES

1 THE CONTRACT DOCUMENTS

2 THE WORK OF THIS CONTRACT

3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

4 CONTRACT SUM

5 PAYMENTS

6 DISPUTE RESOLUTION

7 TERMINATION OR SUSPENSION

8 MISCELLANEOUS PROVISIONS

9 ENUMERATION OF CONTRACT DOCUMENTS

EXHIBIT C Owner Controlled Insurance Program (OCIP) Manual

ARTICLE 1 THE CONTRACT DOCUMENTS

§ 1.1 The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), all sections of the Project Manual and Construction Documents, Drawings, Specifications, Geotechnical Reports, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9. Any reference to Contract Documents or any documents included in the Contract Documents and/or supplemented for this Project, shall refer to the Contract Documents as amended for this Project. (*Warning: Make sure that any Supplementary Conditions do not contradict the provisions of the A201*.)

"Construction Documents" means: all Drawings, specifications, submittals, transmittals, deliverables, instructions to Contractors, and other documents, including those in electronic form, prepared by the Architect and the Architect's consultants and which set forth in detail the requirements for construction of the Project.

§ 1.2 This Agreement represents the entire and integrated agreement between the Owner and the Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. Any revision, amendment, or modification to the Standard Form of this Agreement shall be valid, binding, and enforceable only if said revision, amendment or modification is made conspicuous by being underlined, lined-through, or highlighted in this Agreement signed by Contractor and the authorized representative of Owner's Board of Trustees. In the event of conflict, terms and conditions contained in the Agreement shall take precedence over terms and conditions contained in the General Conditions and the terms and conditions in the General Conditions shall take precedence over all other terms and conditions contained in the other Contract Documents. If the Request for Proposals and the Proposal are included in the Contract Documents, then the Request for Proposals shall take precedence over the Proposal, unless specifically agreed otherwise herein.

§ 1.3 The Board of Trustees, by majority vote, is the only representative of the Owner, an independent school district, having the power to enter into or amend a contract, to approve changes in the scope of the Work, to approve and execute a Change Order or Construction Change Directive modifying the Contract Sum, or to agree to an extension to the date of Substantial or Final Completion or to terminate a contract. The Owner designates the following as the individual authorized to sign documents on behalf of the Board of Trustees, following appropriate Board action: Superintendent or Superintendent's designee.

§ 1.4 The Board designates the authorized representatives identified in Paragraph 8.3 to act on its behalf in other respects.

ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[ ] The date of this Agreement.

[ ] A date set forth in a notice to proceed issued by the Owner.

[X] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

The commencement date will be the first business day after the Contractor's receipt of the written notice to proceed. The notice to proceed shall not be issued by Architect until the Agreement has been signed by the Contractor, approved by the Owner's Board of Trustees, signed by the Owner's authorized representative, and Owner and Architect have received all required payment and performance bonds and insurance, in compliance with Article 11 of AIA Document A201-2017.

§ 3.2 The Contract Time shall be measured from the date of commencement of the Work.

§ 3.3 Substantial Completion

§ 3.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall diligently prosecute and achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

[X] Not later than 365 (Three Hundred and Sixty-Five Days) calendar days from the date of commencement of the Work.

[ ] By the following date:

Final Completion shall be 30 calendar days after the date of Substantial Completion, subject to adjustments of the Contract Time as provided in the Contract Documents.

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
N/A	

§ 3.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 3.3, liquidated damages, if any, shall be assessed as set forth in Section 4.5.

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Six Million Five Hundred Ninety Seven Thousand Nine Hundred Ninety Six Dollars Zero Cents ($ 6,597,996.00), subject to additions and deductions as provided in the Contract Documents.

§ 4.1.1 The Contract Sum contains an Owner's Contingency in the amount of $150,000. This contingency is for the sole use of the Owner to be used for changes in the scope of the Work and for the betterment of the Project. Owner's authorized representative may approve any expenditure from Owner's Contingency without further Board of Trustees approval. If the Owner's Contingency is not expended or not fully expended, then any unused portion shall belong to the Owner and shall be credited to the Owner in calculating final payment.

§ 4.2 Alternates

§ 4.2.1 Alternates, if any, included in the Contract Sum:

Item	Price
Alternate 1 – Provide Walk-in Cooler	$38,500.00

(Table deleted)
(Paragraphs deleted)

§ 4.3 Allowances, if any, included in the Contract Sum:
(Identify each allowance.)

Item	Price
1 – Antenna System	$75,000.00

§ 4.4 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)
N/A		

§ 4.5 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

$500/Day Five Hundred Dollars per Day.

"§ 4.5.1 Substantial Completion. Time is of the essence in all phases of the Work. It is specifically understood and agreed by and between Owner and Contractor that time is of the essence in the Substantial Completion of the Project and Owner shall sustain damages as a result of Contractor's failure, neglect or refusal to achieve said deadlines. Such damages are, and will continue to be, impracticable and extremely difficult to determine. Execution of this Agreement under these specifications shall constitute agreement by Owner and Contractor that the amounts stated below are the minimum value of the costs and damages caused by failure of Contractor to complete the Work within the allotted or agreed extended times of Substantial Completion, that such sums are liquidated damages and shall not be construed as a penalty, and that such sums may be deducted from payments due Contractor if such delay occurs. It is expressly understood that the said sum per day is agreed upon as a fair estimate of the pecuniary damages which will be sustained by the Owner in the event that the Work is not completed within the agreed time, or within the agreed extended time, if any, otherwise provided for herein. Said sum shall be considered as liquidated damages only and in no sense shall be considered a penalty, said damages being caused by, but not limited to, additional compensation for personnel, attorneys fees, architectural fees, engineering fees, program management fees, inspection fees, storage costs, food service costs, transportation costs, utilities costs, costs of temporary facilities, loss of interest on money, and other increased costs, all of which are difficult to exactly ascertain. Failure to complete the Work within the designated or agreed extended dates of Substantial Completion, shall be construed as a breach of this Agreement. It is expressly agreed as a part of the consideration inducing the Owner to execute this Agreement that the Owner may deduct from any Payment made to the Contractor a sum equal to $500 per day for each and every additional calendar day beyond the agreed date of Substantial Completion.

§ 4.5.2 Final Completion. In addition, timely Final Completion is an essential condition of this Agreement. Contractor agrees to achieve Final Completion of the Agreement within 30 calendar days of the designated or agreed extended date of Substantial Completion. It is specifically understood and agreed by and between Owner and Contractor that

time is of the essence in the Final Completion of the Project and Owner shall sustain additional damages as a result of Contractor's failure, neglect or refusal to achieve said deadline. Such damages are, and will continue to be, impracticable and extremely difficult to determine. Execution of this Agreement under these specifications shall constitute agreement by Owner and Contractor that the amounts stated below are the minimum value of the costs and damages caused by failure of Contractor to complete the Work within the allotted or agreed extended times for Final Completion, that such sums are liquidated damages and shall not be construed as a penalty. It is expressly understood that the said sum per day is agreed upon as a fair estimate of the pecuniary damages which will be sustained by the Owner in the event that the Work is not finally completed within the agreed time, or within the agreed extended time, if any, otherwise provided for herein. Said sum shall be considered as liquidated damages only and in no sense shall be considered a penalty, said damages being caused by, but not limited to, additional compensation for the following categories of damages to the Owner: potential hazards to students, staff and visitors, additional architectural, engineering, program management fees (and fees of any other consultants); increased administrative or operational expenses; additional attorney's fees; increased maintenance and custodial costs and additional, utilities, security and clean-up costs, and other increased costs. Failure to complete the Work within the designated or agreed extended dates of Final Completion, shall be construed as a breach of this Agreement. Owner and Contractor agree that should Contractor fail to achieve Final Completion of the Agreement by the deadline, Owner shall continue to be damaged to a greater degree by such delay. Contractor and Owner agree that the amount of liquidated damages for each calendar day Final Completion is delayed beyond the date set for Final Completion shall be the sum of $500 per day. Owner may deduct such liquidated damages from any Payment made to Contractor before or at Final Payment; or, if sufficient funds are not available, then Contractor shall pay Owner, the amounts specified per day for each and every calendar day the breach continues after the deadline for Final Completion of the Work.

§ 4.5.3 Such damages shall be in addition to, and not in lieu of, any other rights or remedies Owner may have against Contractor for failure to timely achieve Final Completion, and damages for failure to achieve Substantial Completion and failure to achieve Final Completion may run concurrently. If the Work is not finally completed by the time stated in the Agreement, or as extended, no payments for Work completed beyond that time shall be made until the Project reaches Final Completion.

§ 4.6 Other:
(Insert provisions for bonus or other incentives, if any, that might result in a change to the Contract Sum.)

None

ARTICLE 5 PAYMENTS

§ 5.1 Progress Payments

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month.

§ 5.1.3 The Contractor shall submit monthly Applications for Payment to the Architect on AIA Form G702 for approval. Continuation sheets shall be submitted on AIA Form G703. If the Architect approves the application, then they shall submit a Certificate for Payment to the Owner. The Architect may require any additional information deemed necessary and appropriate to substantiate the Application for Payment. Materials that are verified to be on the jobsite or other approved location for use in the Project may also be incorporated into the Application for Payment. The Architect shall have seven (7) days from date of receipt from the Contractor of an Application for Payment to approve or reject all or any part of the Application for Payment. The Owner shall pay the undisputed amounts certified by the Architect to the Contractor within thirty (30) days of receipt of the Certificate for Payment from the Architect unless otherwise provided in the Contract Documents. Undisputed amounts unpaid after the date on which payment is due shall bear interest pursuant to Texas Government Code Section 2251.025.
(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum, less any

unused Owner's contingency, among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 In accordance with AIA Document A201™–2017, General Conditions of the Contract for Construction, and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 5.1.6.1 The amount of each progress payment shall first include:

.1 That portion of the Contract Sum properly allocable to completed Work as determined by multiplying the percentage completion of each portion of the Work by the share of the Contract Sum allocated to that portion of the Work in the schedule of values;

.2 That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing; and

.3 That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified to the extent approved by the Owner in writing, as provided in Article 7.3.9 of AIA Document A201™–2017, General Conditions of the Contract for Construction.

§ 5.1.6.2 The amount of each progress payment shall then be reduced by:

.1 The aggregate of any amounts previously paid by the Owner;

.2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;

.3 Any amount for which the Contractor does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Contractor intends to pay;

.4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017 or amounts certified by the Architect and disputed by the Owner; and

.5 Retainage withheld pursuant to Section 5.1.7.

§ 5.1.7 Retainage

§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner shall withhold the following amount, as retainage, from the payment otherwise due:
(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

Five Percent (5%)

§ 5.1.7.1.1
(Paragraphs deleted)
[*Intentionally deleted*]

§ 5.1.7.2 Reduction or limitation of retainage, if any, shall be as follows:
(If the retainage established in Section 5.1.7.1 is to be modified prior to Substantial Completion of the entire Work, including modifications for Substantial Completion of portions of the Work as provided in Section 3.3.2, insert provisions for such modifications.)

NONE

§ 5.1.7.3 Except as set forth in this Section 5.1.7.3, upon Final Completion of the Work, the Contractor may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this
(Paragraphs deleted)

Section 5.1.7, and Section 9.3.1.3 of the AIA Document A201-2017 as modified for this Project.

§ 5.1.8 [*Int entionally deleted*]

§ 5.1.9 Exc ept with the Owner's prior written approval, or as otherwise provided in Section 9.3.2 of the AIA Document A201-2017, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.1.10 If Owner is entitled to deduct liquidated damages, or any other damages or amounts provided in the Contract Documents, including clean-up fees, then Owner shall be entitled to deduct such liquidated damages, amounts and fees at any time.

§ 5.1.11 If Contractor fails or refuses to complete the Work, or has unsettled claims with Owner, any payment to Contractor shall be subject to deduction for such amounts as the Architect if applicable, shall determine as the cost for completing incomplete Work and the value of unsettled claim.

§ 5.2 Final Payment

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, minus disputed sums, authorized deductions and liquidated damages, shall be made by the Owner to the Contractor after

.1 the Contractor has fully performed the Contract except for the Contractor's responsibility to correct nonconforming Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment;

.2 the Contractor has provided all documents required by Sections 3.5 et seq. and 9.10.2 et seq. of AIA Document A201-2017

.3 a final Certificate for Payment has been issued by the Architect; and

.4 Owner's Board of Trustees has voted to accept the Work and approve the Final Payment.

§ 5.2.2 The Owner's final payment of undisputed sums to the Contractor shall be made no later than 30 days after Owner's Board of Trustees' vote approving Final Payment.

§ 5.3 Interest

Payments due and unpaid under the Contract shall bear interest
(Paragraphs deleted)
pursuant to Texas Government Code Section 2251.025.

ARTICLE 6 DISPUTE RESOLUTION

§ 6.1 Initial Decision Maker

(Paragraphs deleted)
All disputes relating to this Agreement shall be resolved pursuant to the terms of Article 15 of the AIA Document A201-2017, as amended for this Project.

§ 6.2
(Paragraphs deleted)
[Intentionally deleted]

ARTICLE 7 TERMINATION OR SUSPENSION

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2017.

(Paragraphs deleted)

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017.

ARTICLE 8 MISCELLANEOUS PROVISIONS

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 The Owner's representative:
(Name, address, email address, and other information)

Christopher Bartlett
Ector County ISD
802 N. Sam Houston Avenue, Odessa, Texas 79761
Christopher.Bartlett@ectorcountyisd.org

§ 8.3 The Contractor's representative:
(Name, address, email address, and other information)

Bryan Walters
2011 Ave C
Lubbock, TX 79404
bryan@henthorncommercial.com
806-548-2079

§ 8.4 Neither the Owner's nor the Contractor's representative shall be changed without ten days' prior notice to the other party.

§ 8.5 Insurance and Bonds

§ 8.5.1 The Owner has established an Owner Controlled Insurance Program (OCIP). To the extent required by the Owner, Contractor shall fully participate in, and comply with, all requirements of the OCIP. A copy of the OCIP Manual will be provided by the Owner and made part of this Agreement, included as Exhibit C.

§ 8.5.1.1 The Owner has elected to implement an Owner Controlled Insurance Program (OCIP) that will provide Commercial General Liability and Builders' Risk insurance for Contractors and Subcontractors of every tier who have been properly enrolled and are providing direct labor to the Project. A general summary of coverage provided will be detailed in the OCIP Manual (Manual) and made part of the Owner's Contractor's Agreement and incorporated in every subcontract. All terms and conditions will apply during the term of the contract.

§ 8.5.1.2 While the OCIP provides uniform coverages and reasonable limits, the OCIP is not intended to meet all insurance needs of the Contractor and eligible Subcontractors who have been properly enrolled. In addition to any insurance provided by the Owner, the Contractor and all Subcontractors should discuss the OCIP with their insurance agent or consultant to assure that other proper coverages are maintained. Contractor and eligible Subcontractors enrolled in the OCIP agree that the insurance company policy limits of liability, coverage terms and conditions shall determine the scope of coverage provided by the OCIP.

§ 8.5.1.3 Contractors and Subcontractors shall notify the Owner and the OCIP administrator of all subcontractors and ensure they comply with the OCIP enrollment requirements.

§ 8.5.1.4 Survival. The insurance provisions of this Article 8 shall survive any termination of this Contract.

§ 8.5.2 The Contractor shall provide bonds as set forth elsewhere in the Contract Documents and in compliance with Texas Government Code. Chapter 2253.

§ 8.6 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given as set forth below:
(If other than in accordance with a building information modeling exhibit, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

If to Owner, via electronic mail, with electronic confirmation of receipt, to Christopher Bartlett, Director of Construction, Ector County ISD, at Christopher.Bartlett@ectorcountyisd.org

If to Contractor, via electronic mail, with electronic confirmation of receipt, to Bryan Walters, Project Manager Henthorn Commercial Construction, LLC - bryan@henthorncommercial.com

§ 8.7 Other provisions:

§ 8.7.1 The Agreement shall be governed by the laws of the State of Texas, and any litigation shall be conducted in state district court. Mandatory and exclusive venue shall be in Ector County, Texas, or, if no county is specified, then in the county in which the Owner's main administrative office is located.

§ 8.7.2 As a material consideration of the making of this Agreement, the modifications to this Agreement shall not be construed against the maker of said modifications.

§ 8.7.3 Notwithstanding anything to the contrary in this Agreement, or in any document forming a part hereof, there shall be no mandatory arbitration for any dispute arising hereunder.

§ 8.7.4 Section 1.5 of AIA Document A201-2017 shall govern Contractor's use of the Construction Documents.

§ 8.7.5 The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for, or on behalf of, the Contractor or any of its Subcontractors. As part of that responsibility, Contractor shall enforce the Owner's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, which will require compliance with those policies and zones by Contractor's employees, subcontractors, and all other persons carrying out the Contract.

§ 8.7.6 Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to wear identification tags on the front of their persons during all times that they are on Owner's property. Such identification tags shall contain a current photograph and the worker's full name in a typeface large enough to be seen from a reasonable distance.
§ 8.7.7 Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to park their personal motor vehicles on Owner's property only in the parking places designated by the Owner's campus principal. Any vehicles not parked in the appropriate locations shall be towed at the vehicle owner's sole expense.

§ 8.7.8 Contractor shall follow, and shall require all employees, agents or subcontractors to follow, applicable ordinances of the municipality in which the Project is located. In addition, if not covered by the municipality's tree ordinance, Contractor shall barricade and protect all trees on the Project.

§ 8.7.9 Contractor shall institute a theft deterrence program designed to restrict construction worker access to properties of Owner that are currently in use, to maintain supervision of Contractor's and Contractor's subcontractor's forces, and to reimburse the Owner or those persons suffering a theft loss which results from Contractor's forces or Contractor's subcontractor's forces' actions, omissions, or failure to secure the Work or connecting or adjacent property of Owner.

§ 8.7.10 The Contractor may not assign its responsibilities, duties, obligations and rights under this Agreement, without the express written consent of the Owner. This does not prevent Contractor from engaging subcontractors to

perform various phases of the Project, but Contractor shall be fully responsible to Owner for the work, actions and omissions of all such subcontractors.

§ 8.7.11 This Agreement, in its entirety, shall be binding upon all the parties hereto, their respective successors, heirs, executors, administrators or assigns.

§ 8.7.12 Execution of this Agreement shall constitute approval and acceptance of all terms, covenants and conditions as modified and contained in the Contract Documents.

§ 8.7.13 This Agreement is subject to all applicable federal and state laws, rules, and regulations. Invalidity of any portion of this Agreement under the laws of the State of Texas or of the United States shall not affect the validity of the remainder of this Agreement.

§ 8.7.14 By signing this Agreement, the undersigned certifies as follows: Under Section 231.006, Texas Family Code, the vendor or applicant certifies that the individual or business entity named in the contract, bid, or application is not ineligible to receive the specified grant, loan, or payment and acknowledges that this contract may be terminated, and payment may be withheld if this certification is inaccurate.

§ 8.7.15 Unless otherwise noted, terms in this Agreement shall have the same meaning as those in the edition of AIA Document A201-2017, General Conditions of the Contract for Construction, as amended for the Project.

§ 8.7.16 To the extent that any portion of the Work requires a trench excavation exceeding five (5) feet in depth, in accordance with Texas Health and Safety Code Section 756.023(a), Contractor shall fully comply, and shall require any applicable subcontractor to comply, with:

.1 The Occupational Safety and Health Administration standards for trench safety in effect for the construction of the Work;

.2 The special shoring requirements, if any, of the Owner; and

.3 Any geotechnical information obtained by Owner for use by the Contractor in the design of the trench safety system.

.4 Trench excavation safety protection shall be a separate pay item, and shall be based on linear feet of trench excavated. Special shoring requirements shall also be a separate pay item, and shall be based on the square feet of shoring used. Said cost shall be included within the Contract Sum.

§ 8.7.17 No delay or omission by Owner in exercising any right or power accruing upon the noncompliance or failure of performance by Contractor of any of the provisions of this Agreement shall impair any such right or power or be construed to be a waiver thereof. A waiver by Owner of any of the covenants, conditions or agreements hereof to be performed by Contractor shall not be construed to be a waiver of any subsequent breach thereof or of any other covenant, condition or agreement herein contained.

§ 8.7.18 Contractor stipulates that Owner is a political subdivision of the State of the Texas, and, as such, enjoys immunities from suit and liability as provided by the constitution and laws of the State of Texas. By entering into this Agreement, Owner does not waive any of its immunities from suit and/or liability, except as otherwise specifically provided herein, and as specifically authorized by law.

§ 8.7.19 By executing this Agreement, Contractor verifies that it does not boycott Israel, and it will not boycott Israel during the terms of this Contract. Pursuant to Texas Government Code, Chapter 2271, as amended, if Contractor is a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations (specifically excluding sole proprietorships) that exists to make a profit which has ten (10) or more full-time employees and the value of the contract with Owner is $100,000 or more, the Contractor represents and warrants to the Owner that the Contractor does not boycott Israel and will not boycott Israel during the term of this Agreement.

§ 8.7.20 Contractor verifies and affirms that it is not a foreign terrorist organization as identified on the list prepared and maintained by the Texas Comptroller of Public Accounts. If Contractor has misrepresented its inclusion on the Comptroller's list, such omission or misrepresentation will void this Contract.

§ 8.7.21 The Contractor verifies by its signature below that it is not an abortion provider or an affiliate of abortion providers.

§ 8.7.22

.1 By entering into this Contract, pursuant to Texas Government Code 552, Subchapter J, the Contractor agrees to be bound by the following terms if the Contract has a stated expenditure of at least $1,000,000 for the purchase of goods or services by the District or if the Contract results in the expenditure of at least $1,000,000 in public funds for the purchase of goods or services by the District in a fiscal year of the District. If the District receives a written request for public information related to this Contract that is in the possession or custody of the Contractor and not in the possession or custody of the District, the District shall send, not later than the third business day after the date the District receives the written request, a written request to the Contractor that Contractor provide that information to the District.

.2 The Contractor must:

.1 Preserve all contracting information related to the Contract as provided by the records retention requirements applicable to the District for the duration of the Contract;

.2 Promptly, within four business days, provide to the District any requested contracting information that is in the custody or possession of the Contractor upon request of the District; and,

.3 On completion of the Contract, either:

.1 Provide to the District at no cost all contracting information related to the Contract that is in the custody or possession of the Contractor; or

.2 Preserve the contracting information related to the Contract as provided by the records retention requirements applicable to the District.

.3 The requirements of Subchapter J, Chapter 552, Government Code, may apply to this Contract and the Contractor agrees that the contract can be terminated if the Contractor knowingly or intentionally fails to comply with the requirements of that subchapter.

.4 Further, under Texas Government Code Chapter 552.372(c), the District may not accept a bid for or awarding of a contract to an entity that the District has determined has knowingly or intentionally failed in a previous bid or contract to comply with Subchapter J, unless the District determines and documents that the entity has taken adequate steps to ensure future compliance.

.5 If a Contractor fails to provide to the District the requested information, Texas Government Code Chapter 552.373 requires the District to notify the Contractor in writing of the failure and allow 10 business days to cure the violation. District may terminate the Contract if Contractor fails to remedy the failure, District determines the failure was knowing and intentional, and steps have not been taken to ensure future compliance."

.6 If Contractor is not a sole proprietorship, has ten (10) or more employees, and the value of Contractor's bid or proposal has a value of $100,000 or more, Contractor certifies by submitting Contractor's bid or proposal that it does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association, as defined by Texas Government Code Ann. Chapter 2274, and will not during the term of any contract with the Owner, unless excepted from that law.

7. As required by Texas Government Code Ann. Chapter 2274, if Contractor has ten (10) or more employees, is not a sole proprietorship, and if the value of Contractor's bid or proposal has a value of

$100,000 or more, Contractor certifies by submitting Contractor's bid or proposal that it does not boycott energy companies and will not during the term of any contract with the Owner, unless excepted by that law.

ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 This Agreement is comprised of the following documents:

.1 AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor

.2 Exhibit C, Owner Controlled Insurance Program (OCIP) Manual

.3 AIA Document A201™–2017, General Conditions of the Contract for Construction, as modified for this project

.4 [*Intentionally deleted*]

.5 Drawings

Number	Title	Date
See Exhibit A		

.6 Specifications

Section	Title	Date	Pages
See Exhibit B			

.7 Addenda, if any:

Number	Date	Pages
#1	7-10-2025	5
#2	7-24-2025	27
#3	7-28-2025	1

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are also enumerated in this Article 9.

.8 Other Exhibits:
(Check all boxes that apply and include appropriate information identifying the exhibit where required.)

[ ] AIA Document E204™–2017, Sustainable Projects Exhibit, dated as indicated below:
(Insert the date of the E204-2017 incorporated into this Agreement.)

[x] OCIP Manual

Title	Date	Pages
Exhibit C		

[ ] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

.9 Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201™–2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Contractor's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or

proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

RFP/CONTRACTOR'S PROPOSAL

This Amended Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONTRACTOR** *(Signature)*
Dr. Keeley Boyer Superintendent	Bryan Walters, Senior Project Manager
(Printed name and title)	*(Printed name and title)*

Additions and Deletions Report for

AIA® Document A101® – 2017

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 14:16:34 on 08/28/2025.

PAGE 1

AGREEMENT made as of the 16th day of September in the year 2025

...

Ector County ISD
802 N Sam Houston
Odessa, TX 79762

...

Henthorn Commercial Construction, LLC
2011 Ave C
Lubbock, TX 79404

...

ECISD Ag-Farm RFP #26-01
7651 W. Dunn Street
Odessa, TX 79763

...

PARKHILL
3000 Internet Boulevard, Suite 550
Frisco, Texas 75034

The Owner and Contractor agree as follows.

WHEREAS Ector County Independent School District (hereinafter referred to as "Owner") and Henthorn Commercial Construction, LLC (hereinafter referred to as "Contractor") desire to enter into a contract under which Contractor will perform construction services relating the above-referenced Projects on behalf of Owner;

WHEREAS Owner and Contractor have agreed to enter into AIA Document A101™-2017 Standard Form of Agreement between Owner and Contractor ("Contract") as the basic form for that contract; and

WHEREAS certain terms and conditions of the contract must be modified to comply with applicable laws and policies affecting Owner and Contractor on this project, Owner and Contractor hereby agree to the following amendments to the Contract:

PAGE 2

EXHIBIT ~~A INSURANCE AND BONDS~~C Owner Controlled Insurance Program (OCIP) Manual

...

~~The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.~~**§ 1.1** The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), all sections of the Project Manual and Construction Documents, Drawings, Specifications, Geotechnical Reports, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9. Any reference to Contract Documents or any documents included in the Contract Documents and/or supplemented for this Project, shall refer to the Contract Documents as amended for this Project. (*Warning: Make sure that any Supplementary Conditions do not contradict the provisions of the A201*.)

"Construction Documents" means: all Drawings, specifications, submittals, transmittals, deliverables, instructions to Contractors, and other documents, including those in electronic form, prepared by the Architect and the Architect's consultants and which set forth in detail the requirements for construction of the Project.

§ 1.2 This Agreement represents the entire and integrated agreement between the Owner and the Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. Any revision, amendment, or modification to the Standard Form of this Agreement shall be valid, binding, and enforceable only if said revision, amendment or modification is made conspicuous by being underlined, lined-through, or highlighted in this Agreement signed by Contractor and the authorized representative of Owner's Board of Trustees. In the event of conflict, terms and conditions contained in the Agreement shall take precedence over terms and conditions contained in the General Conditions and the terms and conditions in the General Conditions shall take precedence over all other terms and conditions contained in the other Contract Documents. If the Request for Proposals and the Proposal are included in the Contract Documents, then the Request for Proposals shall take precedence over the Proposal, unless specifically agreed otherwise herein.

§ 1.3 The Board of Trustees, by majority vote, is the only representative of the Owner, an independent school district, having the power to enter into or amend a contract, to approve changes in the scope of the Work, to approve and execute a Change Order or Construction Change Directive modifying the Contract Sum, or to agree to an extension to the date of Substantial or Final Completion or to terminate a contract. The Owner designates the following as the individual authorized to sign documents on behalf of the Board of Trustees, following appropriate Board action: Superintendent or Superintendent's designee.

§ 1.4 The Board designates the authorized representatives identified in Paragraph 8.3 to act on its behalf in other respects.

PAGE 3

[**X**] Established as follows:

...

~~If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.~~The commencement date will be the first business day after the Contractor's receipt of the written notice to proceed. The notice to proceed shall not be issued by Architect until the Agreement has been signed by the Contractor, approved by the Owner's Board of Trustees, signed by the Owner's authorized representative, and Owner and Architect have received all required payment and performance bonds and insurance, in compliance with Article 11 of AIA Document A201-2017.

...

§ 3.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall diligently prosecute and achieve Substantial Completion of the entire Work:

…

[ ] Not later than 365 (Three Hundred and Sixty-Five Days) calendar days from the date of commencement of the Work.

[ ] By the following date:

Final Completion shall be 30 calendar days after the date of Substantial Completion, subject to adjustments of the Contract Time as provided in the Contract Documents.

…

N/A

…

The substantial completion date

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Six Million Five Hundred Ninety Seven Nine Hundred Ninety Six Dollars and Zero Cents ($ 6,597,996.00), subject to additions and deductions as provided in the Contract Documents. (*Note: Optional Paragraph*)

§ 4.1.1 The Contract Sum contains an Owner's Contingency in the amount of $330,000. This contingency is for the sole use of the Owner to be used for changes in the scope of the Work and for the betterment of the Project. Owner's authorized representative may approve any expenditure from Owner's Contingency without further Board of Trustees approval. If the Owner's Contingency is not expended or not fully expended, then any unused portion shall belong to the Owner and shall be credited to the Owner in calculating final payment.

PAGE 4

Alternate 1 – Provide Walk-in Cooler $38,500.00

~~**§ 4.2.2** Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement. *(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*~~

~~**Item**~~	~~**Price**~~	~~**Conditions for Acceptance**~~

…

1 – Antenna System $75,000.00

…

N/A

…

$500/Day Five Hundred Dollars per Day.

"§ 4.5.1 Substantial Completion. Time is of the essence in all phases of the Work. It is specifically understood and

agreed by and between Owner and Contractor that time is of the essence in the Substantial Completion of the Project and Owner shall sustain damages as a result of Contractor's failure, neglect or refusal to achieve said deadlines. Such damages are, and will continue to be, impracticable and extremely difficult to determine. Execution of this Agreement under these specifications shall constitute agreement by Owner and Contractor that the amounts stated below are the minimum value of the costs and damages caused by failure of Contractor to complete the Work within the allotted or agreed extended times of Substantial Completion, that such sums are liquidated damages and shall not be construed as a penalty, and that such sums may be deducted from payments due Contractor if such delay occurs. It is expressly understood that the said sum per day is agreed upon as a fair estimate of the pecuniary damages which will be sustained by the Owner in the event that the Work is not completed within the agreed time, or within the agreed extended time, if any, otherwise provided for herein. Said sum shall be considered as liquidated damages only and in no sense shall be considered a penalty, said damages being caused by, but not limited to, additional compensation for personnel, attorneys fees, architectural fees, engineering fees, program management fees, inspection fees, storage costs, food service costs, transportation costs, utilities costs, costs of temporary facilities, loss of interest on money, and other increased costs, all of which are difficult to exactly ascertain. Failure to complete the Work within the designated or agreed extended dates of Substantial Completion, shall be construed as a breach of this Agreement. It is expressly agreed as a part of the consideration inducing the Owner to execute this Agreement that the Owner may deduct from any Payment made to the Contractor a sum equal to $500 per day for each and every additional calendar day beyond the agreed date of Substantial Completion.

§ 4.5.2 Final Completion. In addition, timely Final Completion is an essential condition of this Agreement. Contractor agrees to achieve Final Completion of the Agreement within 30 calendar days of the designated or agreed extended date of Substantial Completion. It is specifically understood and agreed by and between Owner and Contractor that time is of the essence in the Final Completion of the Project and Owner shall sustain additional damages as a result of Contractor's failure, neglect or refusal to achieve said deadline. Such damages are, and will continue to be, impracticable and extremely difficult to determine. Execution of this Agreement under these specifications shall constitute agreement by Owner and Contractor that the amounts stated below are the minimum value of the costs and damages caused by failure of Contractor to complete the Work within the allotted or agreed extended times for Final Completion, that such sums are liquidated damages and shall not be construed as a penalty. It is expressly understood that the said sum per day is agreed upon as a fair estimate of the pecuniary damages which will be sustained by the Owner in the event that the Work is not finally completed within the agreed time, or within the agreed extended time, if any, otherwise provided for herein. Said sum shall be considered as liquidated damages only and in no sense shall be considered a penalty, said damages being caused by, but not limited to, additional compensation for the following categories of damages to the Owner: potential hazards to students, staff and visitors, additional architectural, engineering, program management fees (and fees of any other consultants); increased administrative or operational expenses; additional attorney's fees; increased maintenance and custodial costs and additional, utilities, security and clean-up costs, and other increased costs. Failure to complete the Work within the designated or agreed extended dates of Final Completion, shall be construed as a breach of this Agreement. Owner and Contractor agree that should Contractor fail to achieve Final Completion of the Agreement by the deadline, Owner shall continue to be damaged to a greater degree by such delay. Contractor and Owner agree that the amount of liquidated damages for each calendar day Final Completion is delayed beyond the date set for Final Completion shall be the sum of $500 per day. Owner may deduct such liquidated damages from any Payment made to Contractor before or at Final Payment; or, if sufficient funds are not available, then Contractor shall pay Owner, the amounts specified per day for each and every calendar day the breach continues after the deadline for Final Completion of the Work.

§ 4.5.3 Such damages shall be in addition to, and not in lieu of, any other rights or remedies Owner may have against Contractor for failure to timely achieve Final Completion, and damages for failure to achieve Substantial Completion and failure to achieve Final Completion may run concurrently. If the Work is not finally completed by the time stated in the Agreement, or as extended, no payments for Work completed beyond that time shall be made until the Project reaches Final Completion.

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None

...

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the ~~month, or as follows:~~

month.

§ 5.1.3 ~~Provided that an Application for Payment is received by the Architect not later than the - day of a month, the Owner shall make payment of the amount certified to the Contractor not later than the - day of the - month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than - (-) days after the Architect receives the Application for Payment.~~The Contractor shall submit monthly Applications for Payment to the Architect on AIA Form G702 for approval. Continuation sheets shall be submitted on AIA Form G703. If the Architect approves the application, then they shall submit a Certificate for Payment to the Owner. The Architect may require any additional information deemed necessary and appropriate to substantiate the Application for Payment. Materials that are verified to be on the jobsite or other approved location for use in the Project may also be incorporated into the Application for Payment. The Architect shall have seven (7) days from date of receipt from the Contractor of an Application for Payment to approve or reject all or any part of the Application for Payment. The Owner shall pay the undisputed amounts certified by the Architect to the Contractor within thirty (30) days of receipt of the Certificate for Payment from the Architect unless otherwise provided in the Contract Documents. Undisputed amounts unpaid after the date on which payment is due shall bear interest pursuant to Texas Government Code Section 2251.025.

…

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract ~~Sum~~ Sum, less any unused Owner's contingency, among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

.1 That portion of the Contract Sum properly allocable to completed ~~Work;~~Work as determined by multiplying the percentage completion of each portion of the Work by the share of the Contract Sum allocated to that portion of the Work in the schedule of values;

…

.3 That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably ~~justified.~~justified to the extent approved by the Owner in writing, as provided in Article 7.3.9 of AIA Document A201™–2017, General Conditions of the Contract for Construction.

…

.4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document ~~A201–2017;~~ A201–2017 or amounts certified by the Architect and disputed by the Owner; and

…

§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner ~~may~~ shall withhold the following amount, as retainage, from the payment otherwise due:

…

Five Percent (5%)

§ 5.1.7.1.1 ~~The following items are not subject to retainage:~~
~~*(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)*~~

[*Intentionally deleted*]

...

NONE

§ 5.1.7.3 Except as set forth in this Section 5.1.7.3, upon ~~Substantial~~ Final Completion of the Work, the Contractor may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this ~~Section 5.1.7. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:~~
~~*(Insert any other conditions for release of retainage upon Substantial Completion.)*~~

Section 5.1.7, and Section 9.3.1.3 of the AIA Document A201-2017 as modified for this Project.

§ 5.1.8 ~~If final completion of the Work is materially delayed through no fault of the Contractor, the Owner shall pay the Contractor any additional amounts in accordance with Article 9 of AIA Document A201–2017.~~[*Intentionally deleted*]

§ 5.1.9 Except with the Owner's prior written approval, or as otherwise provided in Section 9.3.2 of the AIA Document A201-2017, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.1.10 If Owner is entitled to deduct liquidated damages, or any other damages or amounts provided in the Contract Documents, including clean-up fees, then Owner shall be entitled to deduct such liquidated damages, amounts and fees at any time.

§ 5.1.11 If Contractor fails or refuses to complete the Work, or has unsettled claims with Owner, any payment to Contractor shall be subject to deduction for such amounts as the Architect if applicable, shall determine as the cost for completing incomplete Work and the value of unsettled claim.

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, minus disputed sums, authorized deductions and liquidated damages, shall be made by the Owner to the Contractor ~~whena~~fter

.1 the Contractor has fully performed the Contract except for the Contractor's responsibility to correct nonconforming Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment;

.2 the Contractor has provided all documents required by Sections 3.5 et seq. and 9.10.2 et seq. of AIA Document A201-2017

~~**.2**~~ **.3** a final Certificate for Payment has been issued by the ~~Architect.~~Architect; and

.4 Owner's Board of Trustees has voted to accept the Work and approve the Final Payment.

§ 5.2.2 The Owner's final payment of undisputed sums to the Contractor shall be made no later than 30 days after ~~the issuance of the Architect's final Certificate for Payment, or as follows:~~
Owner's Board of Trustees' vote approving Final Payment.

...

Payments due and unpaid under the Contract shall bear interest ~~from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.~~
~~*(Insert rate of interest agreed upon, if any.)*~~

~~% pursuant~~ to Texas Government Code Section 2251.025.

...

~~The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017, unless the parties appoint below another individual, not a party to this Agreement, to serve as the Initial Decision Maker.~~

~~*(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)*~~

All disputes relating to this Agreement shall be resolved pursuant to the terms of Article 15 of the AIA Document A201-2017, as amended for this Project.

§ 6.2 ~~Binding Dispute Resolution~~

~~For any Claim subject to, but not resolved by, mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:~~
~~*(Check the appropriate box.)*~~

~~[ ] Arbitration pursuant to Section 15.4 of AIA Document A201–2017~~

~~[ ] Litigation in a court of competent jurisdiction~~

~~[ ] Other *(Specify)*~~

~~If the Owner and Contractor do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.~~[Intentionally deleted]

…

~~§ 7.1.1~~ ~~If the Contract is terminated for the Owner's convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Contractor a termination fee as follows:~~
~~*(Insert the amount of, or method for determining, the fee, if any, payable to the Contractor following a termination for the Owner's convenience.)*~~

PAGE 8

Christopher Bartlett
Ector County ISD
802 N. Sam Houston Avenue, Odessa, Texas 79761

…

Bryan Walters
2011 Ave C
Lubbock, TX 79404
bryan@henthorncommercial.com
806-548-2079

…

§ 8.5.1 The Owner ~~and the Contractor shall purchase and maintain insurance as set forth in AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, Exhibit A, Insurance and Bonds, and elsewhere in the Contract Documents.~~has established an Owner Controlled Insurance Program (OCIP). To the extent required by the Owner, Contractor shall fully participate in, and

comply with, all requirements of the OCIP. A copy of the OCIP Manual will be provided by the Owner and made part of this Agreement, included as Exhibit C.

§ 8.5.1.1 The Owner has elected to implement an Owner Controlled Insurance Program (OCIP) that will provide Workers Compensation, Employer's Liability, Commercial General Liability and Builders' Risk insurance for Contractors and Subcontractors of every tier who have been properly enrolled and are providing direct labor to the Project. A general summary of coverage provided will be detailed in the OCIP Manual (Manual) and made part of the Owner's Contractor's Agreement and incorporated in every subcontract. All terms and conditions will apply during the term of the contract.

§ 8.5.1.2 While the OCIP provides uniform coverages and reasonable limits, the OCIP is not intended to meet all insurance needs of the Contractor and eligible Subcontractors who have been properly enrolled. In addition to any insurance provided by the Owner, the Contractor and all Subcontractors should discuss the OCIP with their insurance agent or consultant to assure that other proper coverages are maintained. Contractor and eligible Subcontractors enrolled in the OCIP agree that the insurance company policy limits of liability, coverage terms and conditions shall determine the scope of coverage provided by the OCIP.

§ 8.5.1.3 Contractors and Subcontractors shall notify the Owner and the OCIP administrator of all subcontractors and ensure they comply with the OCIP enrollment requirements.

§ 8.5.1.4 Survival. The insurance provisions of this Article 8 shall survive any termination of this Contract.

§ 8.5.2 The Contractor shall provide bonds as set forth ~~in AIA Document A101™–2017 Exhibit A, and elsewhere in the Contract Documents.el~~sewhere in the Contract Documents and in compliance with Texas Government Code. Chapter 2253.

§ 8.6 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given ~~in accordance with a building information modeling exhibit, if completed, or~~ as ~~otherwise~~ set forth below:
(If other than in accordance with a building information modeling exhibit, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

If to Owner, via electronic mail, with electronic confirmation of receipt, to Christopher Bartlett, Director of Construction, Ector County ISD, at Christopher.Bartlett@ectorcountyisd.org

If to Contractor, via electronic mail, with electronic confirmation of receipt, to Bryan Walters, Project Manager Henthorn Commercial Construction, LLC - bryan@henthorncommercial.com
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§ 8.7.1 The Agreement shall be governed by the laws of the State of Texas, and any litigation shall be conducted in state district court. Mandatory and exclusive venue shall be in Ector County, Texas, or, if no county is specified, then in the county in which the Owner's main administrative office is located.

§ 8.7.2 As a material consideration of the making of this Agreement, the modifications to this Agreement shall not be construed against the maker of said modifications.

§ 8.7.3 Notwithstanding anything to the contrary in this Agreement, or in any document forming a part hereof, there shall be no mandatory arbitration for any dispute arising hereunder.

§ 8.7.4 Section 1.5 of AIA Document A201-2017 shall govern Contractor's use of the Construction Documents.

§ 8.7.5 The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for, or on behalf of, the Contractor or any of its Subcontractors. As part of that responsibility, Contractor shall enforce the Owner's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, which will require compliance with those policies and zones by Contractor's employees, subcontractors, and all other persons carrying out the Contract.

§ 8.7.6 Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to wear identification tags on the front of their persons during all times that they are on Owner's property. Such identification tags shall contain a current photograph and the worker's full name in a typeface large enough to be seen from a reasonable distance.

§ 8.7.7 Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to park their personal motor vehicles on Owner's property only in the parking places designated by the Owner's campus principal. Any vehicles not parked in the appropriate locations shall be towed at the vehicle owner's sole expense.

§ 8.7.8 Contractor shall follow, and shall require all employees, agents or subcontractors to follow, applicable ordinances of the municipality in which the Project is located. In addition, if not covered by the municipality's tree ordinance, Contractor shall barricade and protect all trees on the Project.

§ 8.7.9 Contractor shall institute a theft deterrence program designed to restrict construction worker access to properties of Owner that are currently in use, to maintain supervision of Contractor's and Contractor's subcontractor's forces, and to reimburse the Owner or those persons suffering a theft loss which results from Contractor's forces or Contractor's subcontractor's forces' actions, omissions, or failure to secure the Work or connecting or adjacent property of Owner.

§ 8.7.10 The Contractor may not assign its responsibilities, duties, obligations and rights under this Agreement, without the express written consent of the Owner. This does not prevent Contractor from engaging subcontractors to perform various phases of the Project, but Contractor shall be fully responsible to Owner for the work, actions and omissions of all such subcontractors.

§ 8.7.11 This Agreement, in its entirety, shall be binding upon all the parties hereto, their respective successors, heirs, executors, administrators or assigns.

§ 8.7.12 Execution of this Agreement shall constitute approval and acceptance of all terms, covenants and conditions as modified and contained in the Contract Documents.

§ 8.7.13 This Agreement is subject to all applicable federal and state laws, rules, and regulations. Invalidity of any portion of this Agreement under the laws of the State of Texas or of the United States shall not affect the validity of the remainder of this Agreement.

§ 8.7.14 By signing this Agreement, the undersigned certifies as follows: Under Section 231.006, Texas Family Code, the vendor or applicant certifies that the individual or business entity named in the contract, bid, or application is not ineligible to receive the specified grant, loan, or payment and acknowledges that this contract may be terminated, and payment may be withheld if this certification is inaccurate.

§ 8.7.15 Unless otherwise noted, terms in this Agreement shall have the same meaning as those in the edition of AIA Document A201-2017, General Conditions of the Contract for Construction, as amended for the Project.

§ 8.7.16 To the extent that any portion of the Work requires a trench excavation exceeding five (5) feet in depth, in accordance with Texas Health and Safety Code Section 756.023(a), Contractor shall fully comply, and shall require any applicable subcontractor to comply, with:

.1 The Occupational Safety and Health Administration standards for trench safety in effect for the construction of the Work;

.2 The special shoring requirements, if any, of the Owner; and

.3 Any geotechnical information obtained by Owner for use by the Contractor in the design of the trench safety system.

.4 Trench excavation safety protection shall be a separate pay item, and shall be based on linear feet of trench excavated. Special shoring requirements shall also be a separate pay item, and shall be based on the square feet of shoring used. Said cost shall be included within the Contract Sum.

§ 8.7.17 No delay or omission by Owner in exercising any right or power accruing upon the noncompliance or failure of performance by Contractor of any of the provisions of this Agreement shall impair any such right or power or be construed to be a waiver thereof. A waiver by Owner of any of the covenants, conditions or agreements hereof to be performed by Contractor shall not be construed to be a waiver of any subsequent breach thereof or of any other covenant, condition or agreement herein contained.

§ 8.7.18 Contractor stipulates that Owner is a political subdivision of the State of the Texas, and, as such, enjoys immunities from suit and liability as provided by the constitution and laws of the State of Texas. By entering into this Agreement, Owner does not waive any of its immunities from suit and/or liability, except as otherwise specifically provided herein, and as specifically authorized by law.

§ 8.7.19 By executing this Agreement, Contractor verifies that it does not boycott Israel, and it will not boycott Israel during the terms of this Contract. Pursuant to Texas Government Code, Chapter 2271, as amended, if Contractor is a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations (specifically excluding sole proprietorships) that exists to make a profit which has ten (10) or more full-time employees and the value of the contract with Owner is $100,000 or more, the Contractor represents and warrants to the Owner that the Contractor does not boycott Israel and will not boycott Israel during the term of this Agreement.

§ 8.7.20 Contractor verifies and affirms that it is not a foreign terrorist organization as identified on the list prepared and maintained by the Texas Comptroller of Public Accounts. If Contractor has misrepresented its inclusion on the Comptroller's list, such omission or misrepresentation will void this Contract.

§ 8.7.21 The Contractor verifies by its signature below that it is not an abortion provider or an affiliate of abortion providers.

§ 8.7.22

.1 By entering into this Contract, pursuant to Texas Government Code 552, Subchapter J, the Contractor agrees to be bound by the following terms if the Contract has a stated expenditure of at least $1,000,000 for the purchase of goods or services by the District or if the Contract results in the expenditure of at least $1,000,000 in public funds for the purchase of goods or services by the District in a fiscal year of the District. If the District receives a written request for public information related to this Contract that is in the possession or custody of the Contractor and not in the possession or custody of the District, the District shall send, not later than the third business day after the date the District receives the written request, a written request to the Contractor that Contractor provide that information to the District.

.2 The Contractor must:

.1 Preserve all contracting information related to the Contract as provided by the records retention requirements applicable to the District for the duration of the Contract;

.2 Promptly, within four business days, provide to the District any requested contracting information that is in the custody or possession of the Contractor upon request of the District; and,

.3 On completion of the Contract, either:

.1 Provide to the District at no cost all contracting information related to the Contract that is in the custody or possession of the Contractor; or

.2 Preserve the contracting information related to the Contract as provided by the records retention requirements applicable to the District.

.3 The requirements of Subchapter J, Chapter 552, Government Code, may apply to this Contract and the Contractor agrees that the contract can be terminated if the Contractor knowingly or intentionally fails to comply with the requirements of that subchapter.

.4 Further, under Texas Government Code Chapter 552.372(c), the District may not accept a bid for or awarding of a contract to an entity that the District has determined has knowingly or intentionally failed in a previous bid or contract to comply with Subchapter J, unless the District determines and documents that the entity has taken adequate steps to ensure future compliance.

.5 If a Contractor fails to provide to the District the requested information, Texas Government Code Chapter 552.373 requires the District to notify the Contractor in writing of the failure and allow 10 business days to cure the violation. District may terminate the Contract if Contractor fails to remedy the failure, District determines the failure was knowing and intentional, and steps have not been taken to ensure future compliance."

.6 If Contractor is not a sole proprietorship, has ten (10) or more employees, and the value of Contractor's bid or proposal has a value of $100,000 or more, Contractor certifies by submitting Contractor's bid or proposal that it does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association, as defined by Texas Government Code Ann. Chapter 2274, and will not during the term of any contract with the Owner, unless excepted from that law.

7. As required by Texas Government Code Ann. Chapter 2274, if Contractor has ten (10) or more employees, is not a sole proprietorship, and if the value of Contractor's bid or proposal has a value of $100,000 or more, Contractor certifies by submitting Contractor's bid or proposal that it does not boycott energy companies and will not during the term of any contract with the Owner, unless excepted by that law.

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.2 ~~AIA Document A101™–2017, Exhibit A, Insurance and Bonds~~ Exhibit C, Owner Controlled Insurance Program (OCIP) Manual

.3 AIA Document A201™–2017, General Conditions of the Contract for ~~Construction~~

.4 ~~Building information modeling exhibit, dated as indicated below:~~

~~(Insert the date of the building information modeling exhibit incorporated into this Agreement.)~~Construction, as modified for this project

.4 [*Intentionally deleted*]

...

See Exhibit A

...

See Exhibit B

...

#1	7-10-2025	5
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#3	7-28-2025	1

...

[ ] ~~The Sustainability Plan:~~**C**] OCIP Manual

...

Exhibit C

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RFP/CONTRACTOR'S PROPOSAL

This Amended Agreement entered into as of the day and year first written above.

…

Dr. Keeley Boyer Superintendent

Bryan Walters Senior Project Manager

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Liz Lonngren, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 14:16:34 on 08/28/2025 under Order No. 20250123951 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A101™ – 2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

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DRAFT

AIA® Document A201® – 2017

General Conditions of the Contract for Construction

for the following PROJECT:
(Name and location or address)

«»
ECISD Ag-Farm RFP #26-01
7651 W. Dunn Street
Odessa, TX 79763
« »

THE OWNER:
(Name, legal status and address)

«Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761 «» »
« »

THE ARCHITECT:
(Name, legal status and address)

PARKHILL
3000 Internet Boulevard, Suite 550
«Frisco, TX 75034 »
«» »
« »

THE CONTRACTOR:
«Henthorn Commercial Construction, LLC »« »
«2011 Ave C »
Lubbock, TX 79404

ADDITIONS AND DELETIONS: The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

For guidance in modifying this document to include supplementary conditions, see AIA Document A503™, Guide for Supplementary Conditions.

WHEREAS Ector County Independent School District (hereinafter referred to as "Owner") and Henthorn Commercial Construction, LLC (hereinafter referred to as "Contractor") desire to enter into a contract under which Construction Manager will perform construction services relating the above-referenced Projects on behalf of Owner;

WHEREAS Owner and Contractor have agreed to enter into AIA Document A201-2017, General Conditions of the Contract for Construction ("Contract") as the basic form for that contract; and

WHEREAS certain terms and conditions of the contract must be modified to comply with applicable laws and policies affecting Owner and Contractor on this project, Owner and Contractor hereby agree to the following amendments to the Contract:

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DRAFT

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ARTICLE 1 GENERAL PROVISIONS

§ 1.1 Basic Definitions

§ 1.1.1 The Contract Documents

The Contract Documents are enumerated in Article 9 of the Agreement (AIA Document A101-2017) between the Owner and Contractor (hereinafter the Agreement) and consist of the Agreement, Conditions of the Contract (General, Supplementary and other Conditions), all sections of the Project Manual and Construction Documents (as defined in §1.1.3 below) including Drawings, Specifications, Addenda issued prior to execution of the Contract, other documents listed in the Agreement, and Modifications issued after execution of the Contract. A Modification is (1) a written amendment to the Contract signed by both parties, (2) a Change Order, (3) a Construction Change Directive, or (4) a written order for a minor change in the Work issued by the Architect. Any reference to Contract Documents herein shall include the Construction Documents, and any other documents included in the Contract Documents, as amended and/or supplemented for this Project.

§ 1.1.1.1 The Agreement represents the entire and integrated agreement between the Owner and the Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. Any revision, amendment, or modification to the Standard Form of the Agreement shall be valid, binding, and enforceable only if said revision, amendment or modification is made conspicuous by being underlined, lined-through, or highlighted in this Agreement signed by Contractor and the authorized representative of Owner's Board of Trustees. In the event of conflict, terms and conditions contained in the Agreement, shall take precedence over terms and conditions contained in the General Conditions, and the terms and conditions in the General Conditions, shall take precedence over all other terms and conditions contained in the other Contract Documents. If the Request for Proposals and the Proposal are included in the Contract Documents, then the Request for Proposals shall take precedence over the Proposal, unless specifically agreed otherwise herein.

§ 1.1.2 The Contract

The Contract Documents form the Contract for Construction. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. The Contract may be amended or modified only by a written Modification signed by Contractor, approved by Owner's Board of Trustees, and signed by the representative of the Owner's Board of Trustees who is authorized to sign contracts. As a material consideration for the making of the Contract, modifications to the Contract shall not be construed against the maker of said modifications. The Contract Documents shall not be construed to create a contractual relationship of any kind (1) between the Contractor and the Architect or the Architect's consultants, (2) between the Owner and a Subcontractor or a Sub-subcontractor, (3) between the Owner and the Architect or the Architect's consultants, or (4) between any persons or entities other than the Owner and the Contractor.

§ 1.1.2.1 To be effective, all Contract Documents requiring signatures must be signed first by the Contractor and then by the Owner's authorized representative, after approval by Owner's Board of Trustees. If an approved Contract Document requiring Contractor's signature has not been signed, then the missing signature shall be provided within a reasonable period of time. Failure of Contractor to sign an approved Contract Document after notice and a reasonable opportunity to sign shall be considered a material breach of the Contract by Contractor.

§ 1.1.3 The Work; Construction Documents

The term "Work" means the construction and services required by the Contract Documents, whether completed or partially completed, and includes all other labor, materials, equipment, and services provided or to be provided by the Contractor to fulfill the Contractor's obligations. The Work may constitute the whole or a part of the Project. The Work includes all of Contractor's responsibilities as to all labor, parts, supplies, skill, supervision, transportation services, storage requirements, and other facilities and things necessary, proper or incidental to the carrying out and completion of the terms of the Contract Documents and the Construction Documents and all other items of cost or value needed to produce, construct and fully complete the public Work identified by the Contract Documents and the Construction Documents. "Construction Documents" means: all Drawings, Specifications, geotechnical reports, Addenda, submittals, transmittals, deliverables, instructions to Contractors, and other documents, including those in electronic form, prepared by the Architect and the Architect's consultants and which set forth in detail the requirements for construction of the Project. The Construction Documents shall include Drawings and Specifications that establish in detail the quality levels of materials and systems required for the Project. The Construction Documents shall reflect all agreements between Owner and Architect concerning Owner's budgetary constraints, programmatic needs and expectations as to quality, functionality of systems, maintenance

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costs, and usable life of equipment and facilities. Said Construction Documents shall reflect the Owner's educational program and educational specifications, the State educational adequacy standards in 19 TAC Section 61.1040 and the standards set forth in Section 3.1.4 of AIA Document B101-2017. The Architect shall provide Construction Documents which are sufficient for Owner to complete construction of the Project, are free from material defects or omissions, and which shall comply with all applicable laws, ordinances, codes, rules, and regulations, as of the date of issuance of Construction Documents.

§ 1.1.4 The Project
The Project is the total construction of which the Work performed under the Contract Documents may be the whole or a part and which may include construction by the Owner and by Separate Contractors.

§ 1.1.5 The Drawings
The Drawings are the graphic and pictorial portions of the Contract Documents showing the design, location and dimensions of the Work, generally including plans, elevations, sections, details, schedules, and diagrams.

§ 1.1.6 The Specifications
The Specifications are that portion of the Contract Documents consisting of the written requirements for materials, equipment, systems, standards and workmanship for the Work, and performance of related services.

§ 1.1.7 Construction Documents
Construction Documents include representations, in any medium of expression now known or later developed, of the tangible and intangible creative work performed by the Architect and the Architect's consultants under their respective professional services agreements. Instruments of Service may include, without limitation, studies, surveys, models, sketches, drawings, specifications, and other similar materials.

§ 1.1.9 Addenda. Addenda are written or graphic instruments issued prior to the execution of the Contract, which modify or interpret the bidding or proposal documents, including Drawings and Specifications, by additions, deletions, clarifications, or corrections. Addenda will become part of the Contract Documents and Construction Documents when the Agreement is executed. The Contractor and subcontractors shall include all addenda items on their copies of the Drawings and Specifications.

§ 1.1.10 All references to "Contractor" shall include "Construction Manager at Risk" as appropriate.

§ 1.1.11 The Owner may retain Program Manager(s) to carry out some of the functions of the administration of the Owner's construction program. The Contractor, Architect, and Program Manager (when applicable) shall cooperate with each other in the performance of their respective functions. The management and reporting systems used by the Owner and/or Program Manager, including the assignment of the Program Manager, may be changed by Owner during the Project.

§ 1.1.12 Approved, Approved Equal, Approved Equivalents, Or Equal The terms "Approved" and "Approved Equal" relate to the substitution of materials, equipment, or procedure in writing by the Architect prior to receipt of bids.

§ 1.1.13 Abbreviations

AIA: American Institute of Architects. (All references to AIA documents refer to AIA's trademarked documents. Each reference to a specific document shall refer to the document as amended for this Project.)
AIEE: American Institute of Electrical Engineers
ACI: American Concrete Institute
AHERA: Asbestos Hazardous Emergency Response Act
AISI: American Iron and Steel Institute
AISC: American Institute of Steel Construction
ANSI: American National Standards Institute
ASA: American Standards Association
ASTM: American Society of Testing Materials
AWSC: American Welding Society Code
CERCLA: Comprehensive Environmental Response, Compensation, and Liability Act
EPA: Environmental Protection Agency

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FS: Federal Specification
NEC: National Electrical Code
OSHA: Occupational Safety and Health Administration
SPR: Simplified Practice Recommendation
TAS: Texas Accessibility Standards
UL: Underwriters Laboratories, Inc.

§ 1.1.14 Bids or Bidding. The terms "Bids" or "Bidding" shall include any kind of competitive purchasing under Texas Government Code Chapter 2269.

§ 1.1.15 Miscellaneous Other Words

§ 1.1.15.1 Business Day. The term "business day" is a day the Owner's Administration Building is scheduled to be open for normal business purposes, unless closed by the Owner's Superintendent of Schools for inclement weather or other reason. Days on which the Administration Building is normally closed are Thanksgiving Break, Winter Break, Spring Break, and Summer Break, as well as other federal, state or local days specified in the calendar approved by the Owner's Board of Trustees on an annual basis. A business day does not include a day on which the Owner's Administration Building is open only for the purposes of conducting candidate filing, early voting, elections, or other special events.

§ 1.1.15.2 Calendar Day. A calendar day is a day on the Gregorian Calendar. The Contract Time is established in calendar days. Extensions of time granted, if any, will be converted to calendar days.

§ 1.1.15.3 Holidays. Owner-approved holidays for Contractor's Work are limited to New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

§ 1.1.15.4 Work Day. Work days are all calendar days except Holidays.

§ 1.1.15.5 Anticipated Weather Days. An allowance of regular Work Days, established as anticipated Work Days lost due to weather delays; said allowance shall be included in Contractor's proposed completion time. Only lost weather days in excess of Anticipated Weather Days shall be considered by Owner for time extensions based upon weather. Section 15.1.6.6 lists required Anticipated Weather Days.

§ 1.1.16 Contract Sum. "Contract Sum" shall have the same meaning as in Section 5.1 of the Agreement (A133-2019), for the Project when the Project is a Construction Manager at Risk Project, and the same meaning as in Article 4 of the Agreement (A101-2017) for the Project.

§ 1.2 Correlation and Intent of the Contract Documents

§ 1.2.1 The intent of the Contract Documents is to include all items necessary for the proper execution and completion of the Work by the Contractor. The Contract Documents are complementary, and what is required by one shall be as binding as if required by all; performance by the Contractor shall be required only to the extent consistent with the Contract Documents and reasonably inferable from them as being necessary to produce the indicated results.

§ 1.2.1.1 The invalidity of any provision of the Contract Documents shall not invalidate the Contract or its remaining provisions. If it is determined that any provision of the Contract Documents violates any law, or is otherwise invalid or unenforceable, then that provision shall be revised to the extent necessary to make that provision legal and enforceable. In such case the Contract Documents shall be construed, to the fullest extent permitted by law, to give effect to the parties' intentions and purposes in executing the Contract.

§ 1.2.1.2 During the course of the Work, should any conflict be found in or between the Contract Documents, the Contractor shall be deemed to have estimated the Work on the basis of the greater quantity or better quality, or the most stringent requirement, unless it shall have obtained an interpretation in writing from the Architect as to what shall govern before the submission of its Proposal. The Architect, in case of such conflict, may interpret or construe the documents so as to obtain the most substantial and complete performance of the Work consistent with the Contract Documents and reasonably inferable therefrom, in the best interest of Owner, and the Architect's interpretation shall be final. The terms and conditions of this clause shall not relieve any party of any other obligation under the Contract Documents.

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§ 1.2.2 Organization of the Specifications into divisions, sections and articles, and arrangement of Drawings shall not control the Contractor in dividing the Work among Subcontractors or in establishing the extent of Work to be performed by any trade.

§ 1.2.3 Unless otherwise stated in the Contract Documents, words that have well-known technical or construction industry meanings are used in the Contract Documents in accordance with such recognized meanings.

§ 1.2.4 Relation Of Specifications And Drawings. General Requirements in the Specifications govern the execution of all Specifications. Summary paragraphs present a brief indication of the Work, but do not limit the Work as later detailed. The Drawings and Specifications are correlative and have equal authority and priority. Should the Drawings and Specifications have internal inconsistencies, then the Contractor shall base the bids and construction on the more expensive combination of quality and quantity of work indicated. For purposes of construction, the Architect shall determine the appropriate Work, after the Contractor brings the inconsistency to the Architect's attention. Failure to report an inconsistency shall be evidence that Contractor has elected to proceed in the more expensive manner.

§ 1.2.5 Materials, Equipment And Processes. Exact location and arrangement of the various pieces of equipment specified shall be determined with the approval of the Architect after equipment has been selected and/or as the Work progresses. All equipment shall, insofar as possible, be installed in such a manner as will not interfere with architectural or structural portions of the building. Should changes become necessary because of a failure of the Contractor to comply with the Contract Documents which results in equipment requiring more area then shown on the Contract Documents, the Contractor shall be fully responsible for completing any required modifications or eliminating any interferences. Where in the Drawings and Specifications, certain products, manufacturer's trade names, or catalog numbers are specified, it is done for the express purpose of establishing a standard of function, dimension, appearance, and quality of design in harmony with the Work, and is not intended for the purpose of limiting competition. Materials or equipment shall not be substituted unless the Architect has specifically accepted such substitution for use on this Project. When more than one material, process, or brand is specified for a particular item of Work, the choice shall be the Contractor's. The final selection of color and pattern will be made by the Owner from the range available within the option selected by the Contractor, unless the item is specified to match a specific color or sample furnished. Where particular items are specified, products of those named manufacturers are required unless Contractor submits for consideration proposed substitutions of materials, equipment or processes from those set out in the Contract Documents. Submittals of proposed substitutions should contain sufficient information to allow the Architect and Owner to determine if the proposed substitution is in fact equal to or better than the requirements in the Contract Documents. The Architect shall review and respond to proposed substitutions within fifteen (15) days of receipt. Contractor shall bear all risk caused by submitting substitutions, including all costs. The Owner may approve substitutions only when the substitution is clearly provided by the Contract to be equal in performance characteristics to the requirements of the Contract Documents, equally compatible with the existing installations and complementary to the architectural design for the Work. Certain specified construction and equipment details may not be regularly included as part of the named manufacturer's standard catalog equipment, but shall be obtained by the Contractor from the manufacturer as required for the proper evaluation and/or functioning of the equipment. Reasonable minor variations in equipment are expected and will be acceptable, if approved by the Architect and Owner, however, indicated and specified performance and material requirements are the minimum. The Owner and the Architect reserve the right to determine the equality of equipment and materials that deviate from any of the indicated and specified requirements.

§1.2.6 Standards And Requirements. When the Contract Documents refer to standards, building codes, manufacturers' instructions, or other documents, unless otherwise specified, then the current edition as of the date of execution of the Agreement by the last party to execute said Agreement shall apply. It shall be the responsibility of the Architect to address revisions or amendments to applicable codes or standards which arise after the date of execution of the Agreement and until Final Completion, pursuant to the terms of the Agreement between Owner and Architect. Requirements of public authorities apply as minimum requirements only and do not supersede more stringent specified requirements.

§ 1.3 Capitalization

Terms capitalized in these General Conditions include those that are (1) specifically defined, (2) the titles of numbered articles, or (3) the titles of other documents published by the American Institute of Architects.

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§ 1.4 Interpretation

In the interest of brevity the Contract Documents frequently omit modifying words such as "all" and "any" and articles such as "the" and "an," but the fact that a modifier or an article is absent from one statement and appears in another is not intended to affect the interpretation of either statement.

§ 1.5 Ownership and Use of Drawings, Specifications, and Other Construction Documents

§ 1.5.1 All ownership rights, whether common law, statutory, or other reserved rights, including copyright ownership of the Construction Documents, are controlled by the Agreement between the Owner and the Architect. The Contractor, Subcontractors, Sub-subcontractors, and suppliers shall not own or claim a copyright in the Construction Documents. Submittal or distribution to meet official regulatory requirements or for other purposes in connection with the Project is not to be construed as publication in derogation of any reserved rights.

§ 1.5.2 The Contractor, Subcontractors, Sub-subcontractors, and suppliers are granted a limited license to use and reproduce the Construction Documents provided to them, subject to any protocols established pursuant to Section 1.7, solely and exclusively for execution of the Work. All copies made under this authorization shall bear the copyright notice, if any, shown on the Construction Documents. The Contractor, Subcontractors, Subcontractors, and suppliers may not use the Instruments of Service on other projects or for additions to the Project outside the scope of the Work without the specific written consent of the Owner, Architect, and the Architect's consultants. All copies of the Construction Documents, except the Contractor's record set, shall be returned or suitably accounted for to the copyright holder upon completion of the Work.

§ 1.6 Notice

§ 1.6.1 Written notice shall be deemed to have been duly served if delivered in person to the individual, to a member of the firm or entity, or to an officer of the corporation for which it was intended; if delivered at, or sent by registered or certified mail or by courier service providing proof of delivery to, the last business address known to the party giving notice, or if sent by electronic facsimile transmission, to the last business number known to the party giving notice, with electronic confirmation of receipt; or, if sent by electronic mail, to the email address of the Owner's or Contractor's designated representative, with electronic confirmation of receipt.

§ 1.7 Digital Data Use and Transmission

The parties shall agree upon protocols governing the transmission and use of Instruments of Service or any other information or documentation in digital form. The parties will use AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, to establish the protocols for the development, use, transmission, and exchange of digital data.

ARTICLE 2 OWNER

§ 2.1 General

§ 2.1.1 The Owner is the independent school district identified in the Contract Documents. The Board of Trustees, by majority vote, is the only representative of the Owner, an independent school district, having the power to: enter into a contract; amend a contract, including but not limited to AIA Document A-133 Exhibit A; approve changes in the scope of Work; approve and execute a Change Order or Construction Change Directive modifying the Contract Sum or Guaranteed Maximum Price; agree to an extension to the date of Substantial or Final Completion; or terminate a contract. The Board will act as soon as reasonably possible to avoid undue delays. The Board designates authorized representatives to act on its behalf for day-to-day operations under the Contract. Unless otherwise designated in the Contract Documents, Owner's authorized representative shall be the Superintendent of Schools, who may delegate responsibilities as appropriate. Owner's Board of Trustees hereby delegates to the Superintendent of Schools or designee the authority to approve changes to the Work where such changes are within the Owner's contingency or the Contractor's contingency, and which do not exceed $350,000, or will not increase the dates for Substantial or Final Completion by more than Thirty_(30) days . Any such change shall be confirmed in writing between the Contractor and Owner's Superintendent or designee and notice of such approved changes shall be given to the Board at its next regular meeting. Except as otherwise provided in the Contract Documents, the Architect does not have such authority. Neither Architect nor Contractor may rely upon the direction of any employee of Owner who has not been designated in writing by the Superintendent or Board of Trustees; Owner shall not be financially responsible for actions taken by the Architect or Contractor in reliance upon direction from unauthorized persons.

§ 2.1.2 It shall be distinctly understood that by virtue of this Contract, no mechanic, contractor, material person, artisan, or laborer, skilled or unskilled, shall ever in any manner have, claim, or acquire any lien upon the buildings or any of the improvements of whatsoever nature or kind so erected or to be erected by virtue of this Contract or

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upon any of the land on which said buildings or any of the improvements are so erected, built, or situated, such property belonging to a political subdivision of the State of Texas. It shall be further understood that this Contract is not written for the benefit of third parties.

§ 2.1.3 The Owner shall require the Contractor and the Architect to meet periodically at mutually-agreed-upon intervals, for the purpose of establishing procedures to facilitate cooperation, communication, and timely responses among the participants. By participating in this arrangement, the parties do not intend to create additional contractual obligations or modify the legal relationships which may otherwise exist.

§2.1.4 The Owner may require that the Contractor use and/or respond to certain Owner-furnished forms or inquiries during the course of the Project. From time to time, there may be future revisions, changes, additions or deletions to these forms. The fact that the Owner modifies and increases reasonable reporting requirements shall not serve as the basis for a claim for additional time or compensation by the Contractor.

§ 2.1.5 The Contractor stipulates and agrees that the Owner has no duty to discover any design errors or omissions in the Drawings, Plans, Specifications and other Construction Documents, and has no duty to notify Contractor of same. By entering into the Contract Documents or any Agreement with any Architect, Owner does not warrant the adequacy and accuracy of any Drawings, Plans, Specifications or other Construction Documents.

§ 2.2 Owner's Financial Arrangements

§ 2.2.1 The Owner, being a public body under the laws of the State of Texas, must have adequate funds and/or financing as provided by law prior to award and execution of the Contract Documents.

§ 2.3 Information and Services Required of the Owner

§ 2.3.1 Except for permits and fees that are the responsibility of the Contractor under the Contract Documents, including those required under Section 3.7.1, the Owner shall secure and pay for necessary approvals, easements, assessments and charges required for construction, use or occupancy of permanent structures or for permanent changes in existing facilities.

§ 2.3.2 The Owner shall retain an architect lawfully licensed to practice architecture, or an entity lawfully practicing architecture, in the jurisdiction where the Project is located. That person or entity is identified as the Architect in the Agreement and is referred to throughout the Contract Documents as if singular in number.

§ 2.3.3 If the employment of the Architect terminates, the Owner shall employ a successor whose status under the Contract Documents shall be that of the Architect. Owner shall notify Contractor if a successor architect has been employed by Owner.

§ 2.3.4 The Owner shall furnish surveys describing physical characteristics, legal limitations and utility locations for the site of the Project, and a legal description of the site. Other than the metes and bounds noted in the survey, if any, Owner does not guarantee or warrant the accuracy of surveys provided, including the locations of utility lines, cables, pipes or pipelines, or the presence or absence of easements.

§ 2.3.5 The Owner shall furnish information or services required of the Owner by the Contract Documents with reasonable promptness after receiving the Contractor's written request for such information or services. Absent such timely notification, any Claim based upon lack of such information or services shall be waived.

§ 2.3.6 Unless otherwise provided in the Contract Documents, the Owner shall furnish to the Contractor at least one copy of the Construction Documents, as provided for in the Project Manual, for purposes of making reproductions pursuant to Section 1.5.2.

§ 2.4 Owner's Right to Stop the Work

If the Contractor fails to correct defective Work, fails to correct Work that is not in accordance with the requirements of the Contract Documents or the Construction Documents as required by Section 12.2, or repeatedly fails to carry out Work in accordance with the Contract Documents, the Owner may issue a written order to the Contractor to stop the Work, or any portion thereof, until the cause for such order has been eliminated; however, the right of the Owner to stop the Work shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Contractor or any other person or entity, except to the extent required by Section 6.1.3. The authorized

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Owner's representative having the legal right to stop the Work shall be limited to the Owner's Superintendent of Schools.

§ 2.5 Owner's Right to Carry Out the Work

If the Contractor defaults or neglects to carry out the Work in accordance with the Contract Documents and fails within a ten-day period after receipt of written notice from the Owner to commence and continue correction of such default or neglect with diligence and promptness, the Owner may, without prejudice to other remedies the Owner may have, correct such default or neglect. The Architect shall, pursuant to Section 9.5.1, withhold or nullify a Certificate for Payment in whole or in part, to the extent reasonably necessary to reimburse the Owner for the reasonable cost of correcting such deficiencies, including Owner's expenses and compensation for the Architect's and other consultants' additional services, if any, made necessary by such default, neglect, or failure. If current and future payments are not sufficient to cover such amounts, then the Contractor shall pay the difference to the Owner. If the Contractor disagrees with the actions of the Owner or the Architect, or the amounts claimed as costs to the Owner, then the Contractor may file a Claim pursuant to Article 15.

ARTICLE 3 CONTRACTOR

§ 3.1 General

§ 3.1.1 The Contractor is the person or entity identified as such in the Agreement and is referred to throughout the Contract Documents as if singular in number. The Contractor shall be lawfully licensed, if required in the jurisdiction where the Project is located. The Contractor shall designate in writing a representative who shall have express authority to bind the Contractor with respect to all matters under this Contract. The term "Contractor" means the Contractor or the Contractor's authorized representative, and includes the Construction Manager at Risk, if applicable.

§ 3.1.2 The Contractor shall perform the Work in accordance with the Contract Documents.

§ 3.1.3 The Contractor shall not be relieved of its obligations to perform the Work in accordance with the Contract Documents either by activities or duties of the Architect in the Architect's administration of the Contract, activities of the Owner (or Owner's Program Manager, if applicable), or by tests, inspections or approvals required or performed by persons or entities other than the Contractor.

§ 3.1.4 The Contractor represents and warrants the following to the Owner (in addition to the other representations and warranties contained in the Contract Documents), as an inducement to the Owner to execute this Contract, which representations and warranties shall survive the execution and delivery of the Contract and the Final Completion of the Work:

.1 that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to complete the Work and perform its obligations under the Contract Documents;

.2 that it is able to furnish the tools, materials, supplies, equipment and labor required to timely complete the Work and perform its obligations hereunder and has sufficient experience and competence to do so;

.3 that it is authorized to do business in the State where the Project is located and properly licensed by all necessary governmental, public, and quasi-public authorities having jurisdiction over it, the Work, or the site of the Project; and

.4 that the execution of the Contract and its performance thereof are within its duly-authorized powers.

§ 3.2 Review of Contract Documents and Field Conditions by Contractor

§ 3.2.1 Execution of the Contract by the Contractor is a representation that the Contractor has visited the site, become generally familiar with local conditions under which the Work is to be performed, and correlated personal observations with requirements of the Contract Documents. «The Contractor represents and warrants by submission of a Proposal that it has carefully examined the Contract Documents, any soil test reports, drainage studies, geotechnical or other reports, and the site of the Work, and that, from its own investigations, it has satisfied itself as to the nature and location of the Work, the character, quality and quantity of surface and subsurface materials likely to be encountered, the character of equipment and other facilities needed for the performance of the Work, the general and local conditions and all other materials which may in any way affect the Work or its performance.

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Should the Contractor find discrepancies, omissions or conflicts within the Contract Documents, or be in doubt as to their meaning, the Contractor shall at once notify in writing the Architect and Owner, and Architect will issue a written addendum to all parties that is consistent with the Owner's Scope of the Work. The Contractor shall not be entitled to any additional time or compensation for Contractor's failure to visit the site, or for any additional Work caused by the Contractor's fault, by improper construction, or by Contractor's failure to visit the site or to carefully study and compare the Contract Documents prior to execution of the Work.

§ 3.2.2 Because the Contract Documents are complementary, the Contractor shall, before starting each portion of the Work, carefully study and compare the various Contract Documents relative to that portion of the Work, as well as the information furnished by the Owner pursuant to Section 2.3.4, shall take field measurements of any existing conditions related to that portion of the Work, and shall observe any conditions at the site affecting it. These obligations are for the purpose of facilitating coordination and construction by the Contractor and for the purpose of discovering errors, omissions, or inconsistencies in the Contract Documents; the Contractor shall promptly report to the Architect any errors, inconsistencies or omissions discovered by or made known to the Contractor as a request for information in such form as the Architect may require. It is recognized that the Contractor's review is made in the Contractor's capacity as a contractor and not as a licensed design professional, unless otherwise specifically provided in the Contract Documents. Contractor shall not perform any Work involving an error, inconsistency, or omission without further instructions to Contractor or revised Construction Documents from the Architect.

§ 3.2.3 Neither the Owner nor the Contractor is required to ascertain that the Contract Documents are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Contractor shall promptly report to the Architect any nonconformity discovered by or made known to the Contractor as a request for information in such form as the Architect may require.

§ 3.2.4 If the Contractor has knowledge that any of the products or systems specified will perform in a manner that will limit the Contractor's ability to satisfactorily perform the Work or to honor its warranty, or will result in a limitation of or interference with the Owner's intended use, then the Contractor shall promptly notify the Architect and Owner in writing, providing substantiation for its position. Any necessary changes, including substitution of materials, shall be accomplished by appropriate Modification. If the Contractor believes that additional cost or time is involved because of clarifications or instructions the Architect issues in response to the Contractor's notices or requests for information pursuant to Sections 3.2.2 or 3.2.3, the Contractor shall submit Claims as provided in Article 15. If the Contractor fails to perform the obligations of Sections 3.2.2 or 3.2.3, the Contractor shall pay such costs and damages to the Owner, subject to Section 15.1.7, as would have been avoided if the Contractor had performed such obligations. Contractor shall take field measurements, verify field conditions, and shall carefully compare them to the Construction Documents. The Contractor shall be liable to the Owner or Architect for damages resulting from errors, inconsistencies or omissions in the Contract Documents, for differences between field measurements or conditions and the Contract Documents, or for nonconformities of the Contract Documents to applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities when the Contractor recognized or should have recognized such error, inconsistency, omission or difference and failed to report it to the Architect. Contractor shall not be entitled to additional compensation for additional Work caused by Contractor's failure to carefully study and compare the Construction Documents prior to the execution of the Work.

§ 3.2.5 Prior to performing any Work, and only if applicable, Contractor shall locate all utility lines as shown and located on the plans and specifications, including telephone company lines and cables, sewer lines, water pipes, gas lines, electrical lines, including, but not limited to, all buried pipelines and buried telephone cables, and shall perform any Work in such a manner so as to avoid damaging any such lines, cables, pipes, and pipelines. In addition, Contractor shall independently determine the location of same. Contractor shall be responsible for any damage done to such utility lines, cables, pipes and pipelines during its Work, and shall be responsible for any loss, damage, or extra expense resulting from such damage. Repairs shall be made immediately to restore all service. Any delay for such break shall be attributable to Contractor. In addition, and only if applicable, Contractor shall review the appropriate AHERA and hazardous materials surveys for the particular campuses involved in the Project, and shall notify all Subcontractors and Sub-subcontractors of the necessity to review said surveys. Contractor shall perform any Work in such a manner as to avoid damaging, exposing, or dislodging any asbestos-containing materials that are clearly identified and located in AHERA and other hazardous material surveys. Before performing any portion of the Work, the Contractor shall fully investigate all physical aspects of the Project Site and verify all dimensions, measurements, property lines, grades and elevations, existing improvements, and general suitability of existing conditions at the Project site. If applicable, Contractor shall comply with U.S. Environmental Protection

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Agency rules concerning renovating, repairing, or painting work in schools built prior to 1978 involving lead-based paint.

§ 3.2.6 The Owner shall be entitled to deduct from the Contract Sum amounts paid to the Architect for the Architect to evaluate and respond to the Contractor's requests for information, where such information was available to the Contractor from a careful study and comparison of the Contract Documents, field conditions, Owner-provided information, Contractor-prepared coordination drawings, or prior Project correspondence or documentation. If, in the reasonable opinion of the Architect, the Contractor does not make reasonable effort to comply with any of the above requirements of the Contract Documents and this causes the Architect or its Consultants to expend an unreasonable amount of time in the discharge of the duties imposed by the Contract Documents, then the Contractor shall bear the cost of compensation for the Architect's additional services made necessary by such failure.

§ 3.2.7 The Contractor shall arrange meetings prior to commencement of the Work of all major Subcontractors to allow the Subcontractors to demonstrate an understanding of the Construction and Contract Documents to the Architect and to allow the Subcontractors to ask for interpretations, when necessary. The Contractor and each Subcontractor shall evaluate and satisfy themselves as to the conditions and limitations under which the Work is to be performed, including:

.1 The location, condition, layout, drainage and nature of the Project site and surrounding areas;

.2 Generally prevailing climatic conditions;

.3 Anticipated labor supply and costs;

.4 Availability and cost of materials, tools and equipment; and

.5 Other similar issues.

§ 3.3 Supervision and Construction Procedures

§ 3.3.1 The Contractor shall supervise and direct the Work, using the Contractor's best skill and attention. The Contractor shall be solely responsible for, and have control over, construction means, methods, techniques, sequences, and procedures, and for coordinating all portions of the Work under the Contract. If the Contract Documents give specific instructions concerning construction means, methods, techniques, sequences, or procedures, the Contractor shall evaluate the jobsite safety thereof and shall be solely responsible for the jobsite safety of such means, methods, techniques, sequences, or procedures. If the Contractor determines that such means, methods, techniques, sequences or procedures may not be safe, the Contractor shall give timely notice to the Owner and Architect, and shall propose alternative means, methods, techniques, sequences, or procedures. The Architect shall evaluate the proposed alternative solely for conformance with the design intent for the completed construction. Unless the Architect objects in writing to the Contractor's proposed alternative, the Contractor shall perform the Work using its alternative means, methods, techniques, sequences, or procedures.

§ 3.3.2 The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for, or on behalf of, the Contractor or any of its Subcontractors. As part of that responsibility, Contractor shall enforce the Owner's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, which will require compliance with those policies and zones by Contractor's employees, subcontractors, and all other persons carrying out the Contract. Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, while on Owner's property, to refrain from committing any criminal conduct, using tobacco products, possessing or drinking alcoholic beverages, possessing or using illegal drugs or any controlled substance, carrying or possessing weapons, speaking profane and/or offensive language, or engaging in any inappropriate interactions of any nature whatsoever with students and employees, including talking, touching, staring or otherwise contributing to a hostile or offensive environment for Owner's students and employees. All areas of campus, other than the defined construction area, shall be off limits to Contractor's forces, unless their work assignment specifies otherwise. Contractor shall also require adequate and appropriate dress and identification of Contractor's employees, subcontractors, and all other persons carrying out the Work. Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to wear identification tags on the front of their persons during all times that they are on Owner's property. Such identification tags shall contain a current photograph and the worker's full name in a typeface large enough to be

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seen from a reasonable distance. The Contractor shall further ensure that no on-site fraternization shall occur between personnel under the Contractor's and Subcontractor's direct or indirect supervision and Owner's students or employees and the general public. Failure of an individual to adhere to these standards of conduct shall result in the immediate removal of the offending employee from all construction on any of Owner's property. Repeated removal of Contractor's or Contractor's subcontractor's forces, or one serious infraction, shall constitute a substantial breach of the Agreement justifying the immediate termination by Owner pursuant to Article 14. Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to park their personal motor vehicles on Owner's property only in the parking places designated by the Owner's campus principal. Any vehicles not parked in the appropriate locations shall be towed at the vehicle owner's sole expense. Contractor shall follow, and shall require all employees, agents or subcontractors to follow, the tree ordinance of the municipality in which the Project is located. In addition, if not covered by the municipal tree ordinance, Contractor shall barricade and protect all trees on the Project, which shall be included in the Cost of the Work. Contractor shall institute a theft deterrence program designed to restrict construction worker access to properties of Owner that are currently in use, to maintain supervision of Contractor's and Contractor's subcontractor's forces, and to reimburse the Owner or those persons suffering a theft loss which results from Contractor's forces or Contractor's subcontractor's forces' actions, omissions, or failure to secure the Work or connecting or adjacent property of Owner.

§ 3.3.3 The Contractor shall be responsible for inspection of portions of Work already performed to determine that such portions are in proper condition to receive subsequent Work.

§ 3.3.4 The Contractor shall properly and efficiently coordinate the timing, scheduling and routing of all Work performed by all sub-contractors and sub-sub-contractors.

§ 3.3.5 To the extent that any portion of the Work requires a trench excavation exceeding five (5) feet in depth, in accordance with Texas Health and Safety Code Section 756.023(a), Contractor shall fully comply, and shall require any applicable subcontractor to comply, with:

.1 The Occupational Safety and Health Administration standards for trench safety in effect for the Construction of the Work;

.2 The special shoring requirements, if any, of the Owner; and

.3 Any geotechnical information obtained by Owner for use by the Contractor in the design of the trench safety system.

.4 Trench excavation safety protection shall be a separate pay item and shall be based on linear feet of trench excavated. Special shoring requirements shall also be a separate pay item and shall be based on the square feet of shoring used.

§ 3.3.6 The Contractor shall review Subcontractor safety programs, procedures, and precautions in connection with performance of the Work. However, the Contractor's duties shall not relieve any Subcontractor(s) or any other person or entity (e.g., a supplier), including any person or entity with whom the Contractor does not have a contractual relationship, of their responsibility or liability relative to compliance with all applicable federal, state, and local laws, rules, regulations, and ordinances which shall include the obligation to provide for the safety of their employees, persons, and property and their requirements to maintain a work environment free of recognized hazards. The foregoing notwithstanding, the requirements of this Paragraph are not intended to impose upon the Contractor any additional obligations that the Contractor would not have under any applicable state or federal laws, including, but not limited to, any rules, regulations, or statutes pertaining to the Occupational Safety and Health Administration.

§ 3.3.7 It is understood and agreed that the relationship of Contractor to Owner shall be that of an independent contractor. Nothing contained in this Agreement or inferable from this Agreement shall be deemed or construed to: 1) make Contractor the agent, servant or employee of the Owner; or 2) create any partnership, joint venture, or other association between Owner and Contractor. Any direction or instruction by Owner or any of its authorized representatives in respect of the Work shall relate to the results the Owner desires to obtain from the Work, and shall in no way affect Contractor's independent contractor status.

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§ 3.3.8 Pursuant to Texas Labor Code Sec. 214.008, the Contractor and any subcontractor on the Project shall properly classify, as an employee or an independent contractor, in accordance with Texas Labor Code Chapter 201, any individual the Contractor or subcontractor directly retains and compensates for services performed in connection with this Agreement. Any Contractor or subcontractor who fails to properly classify such an individual may be subject to the penalties of Texas Labor Code Sec. 214.008(c).

§ 3.4 Labor and Materials

§ 3.4.1 These Contract Documents shall not be construed to deny or diminish the right of any person to work because of the person's membership or other relationship status with respect to any organization. Texas Government Code § 2269.054. Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for qualified, careful, and efficient workers and labor, eligible to work in accordance with state and federal law. Contractor shall appropriately classify all workers in accordance with the Fair Labor Standards Act, its implementing regulations, and Texas Labor Code Section 214.008. In addition, unless otherwise provided in the Contract documents, the Contractor shall provide and pay for materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and completion of the Work, whether temporary or permanent and whether or not incorporated or to be incorporated in the Work. Before ordering any material or doing any Work, Contractor shall verify all dimensions and check all conditions in order to assure Contractor that they are the same as those in the Drawings, Specifications, and other Construction Documents. Any inconsistency shall be brought to the attention of the Architect. In the event that discrepancies occur between ordered material and actual conditions and Architect was not notified beforehand, then costs to correct such discrepancies shall be borne by Contractor.

§ 3.4.2 Except in the case of minor changes in the Work approved by the Architect in accordance with Section 3.12.8 or ordered by the Architect in accordance with Section 7.4, the Contractor may make substitutions only with the prior written consent of the Owner, after evaluation by the Architect and in accordance with a Change Order or Construction Change Directive.

§ 3.4.2.1 After evaluation by the Architect, substitutions and alternates may be rejected by the Architect without explanation and will be considered only under one or more of the following conditions: (i) the proposal is required for compliance with interpretation of code requirements or insurance regulations then existing; (ii) specified products are unavailable through no fault of the Contractor; (iii) and when, in the judgment of the Architect, a substitution would be substantially in the Owner's best interests, in terms of cost, time, or other considerations.

§ 3.4.2.2 The Contractor must submit to the Architect: (i) a full explanation of the proposed substitution and submittals of all supporting data, including technical information, catalog cuts, warranties, test results, installation instructions, operating procedures, and other like information necessary for a complete evaluation for the substitution; (ii) a written explanation of the reasons the substitution should be considered, including the benefits to the Owner and the Work in the event the substitution is acceptable; (iii) the adjustment, if any, in the Contract Sum; (iv) the adjustment, if any, in the time of completion of the Contract and the construction schedule; and (v) an affidavit stating (a) the proposed substitution conforms to and meets all requirements of the pertinent Specifications and the requirements shown on the Drawings, and (b) the Contractor accepts the warranty and will coordinate the Work to be complete in all respects, as if originally specified by the Architect. Proposals for substitutions shall be submitted in writing to the Architect in sufficient time to allow the Architect no less than fifteen (15) working days for review. No substitutions will be considered or allowed without the Contractor's submittals of complete substantiating data and information.

§ 3.4.2.3 Whether or not the Architect accepts any proposed substitution, the Contractor shall reimburse the Owner for any fees charged by the Architect or other consultants for evaluating each proposed substitution.

§ 3.4.3 The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Work. The Contractor shall not permit employment of unfit persons or persons not properly skilled in tasks assigned to them. THE CONTRACTOR RELEASES, INDEMNIFIES AND HOLDS HARMLESS THE OWNER FOR CONTRACTOR'S FORCES' NON-COMPLIANCE WITH OWNER'S DRUG-FREE, ALCOHOL-FREE, WEAPON-FREE, HARASSMENT-FREE, AND TOBACCO-FREE ZONES, CONTRACTOR'S FORCES' NON-COMPLIANCE WITH CRIMINAL LAW, OR CONTRACTOR'S OR CONTRACTOR'S FORCES' NON-COMPLIANCE WITH IMMIGRATION LAW OR REGULATIONS. Any individual found by Owner to have violated these restrictions is subject to permanent removal from the Project, at Owner's request. Contractor shall place similar language in its subcontract agreements, requiring its Subcontractors

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and Sub-subcontractors to be responsible for their own forces and Contractor shall cooperate with the Owner to ensure Subcontractor and Sub-subcontractor compliance.

§ 3.4.4. Including, but not limited to, the specific requirements of Article 10, Contractor, its subcontractors and vendors shall bear responsibility for compliance with all federal, state and local laws, regulations, guidelines, and ordinances pertaining to worker safety and applicable to the Work. Contractor further recognizes that the Owner and Architect do not owe the Contractor any duty to supervise or direct its work so as to protect the Contractor from the consequences of its own conduct.

§ 3.4.5 Pursuant to Texas Education Code Section 44.034, Contractor must give advance written notice to the Owner if the Contractor or an owner or operator of the Contractor has been convicted of a felony. The Owner may terminate this Agreement if the Owner determines that the Contractor failed to give such notice or misrepresented the conduct resulting in the conviction. This paragraph requiring advance notice does not apply to a publicly held corporation.

§ 3.4.6 CRIMINAL HISTORY CHECKS

§ 3.4.6.1 So that Owner can obtain the national criminal history record information required by Texas Education Code Section 22.08341 on all "covered employees" (as defined in Section 3.4.6.3) of Contractor, its subcontractors, or any subcontracting entities who will perform the Work, Contractor shall submit to Owner the name and all necessary identifying information necessary to enable Owner to obtain the national criminal history information on those covered employees before they begin the Work. Contractor's submission will include the employee's written authorization for Owner to obtain such criminal history information. Owner may, in its sole discretion, prohibit the use of any employee to perform the Work after its review of the criminal history information, but cannot disclose the criminal history information to Contractor. Contractor shall reimburse Owner for Owner's costs incurred in obtaining the criminal history information.

§ 3.4.6.2 Contractor will not assign any "covered employee" with a "disqualifying criminal history", as those terms are defined below, to work on the Project. If Contractor receives information that a covered employee has a reported disqualifying criminal history, then Contractor will immediately remove the covered employee from the Project and notify the Owner in writing within three business days. If the Owner objects to the assignment of any covered employee on the basis of the covered employee's criminal history record information, then Contractor agrees to discontinue using that covered employee to provide services on Owner's Project. If Contractor has taken precautions or imposed conditions to ensure that the employees of Contractor and any subcontractor will not become covered employees, Contractor will ensure that these precautions or conditions continue throughout the time the contracted services are provided.

§ 3.4.6.3 For the purposes of this Section, "covered employees" means employees, agents or applicants of Contractor who has or will have continuing duties related to the services to be performed on Owner's Project and has or will have direct contact with Owner's students. The Owner will decide what constitutes direct contact with Owner's students. The definition of "covered employees" does not include individuals working on the Work if the Work: (1.) does not involve the construction, alteration, or repair of an instructional facility as defined herein; (2.) involves construction of a new instructional facility and the person's duties related to other contracted services will be completed not later than the seventh day before the first date the facility will be used for instructional purposes; or (3.) involves an existing instructional facility and: (a.) the work area contains sanitary facilities and is separated from all areas used by students by a secure barrier fence that is not less than six feet in height; and (b.) the contracting entity adopts a policy prohibiting employees, contractors, and subcontractors from interacting with students or entering areas used by students, informs employees, contractors, and subcontractors of the policy, and enforces the policy at the work area. "Disqualifying criminal history" means: any conviction or other criminal history information designated by the Owner; any felony or misdemeanor conviction that would disqualify a person from obtaining educator certification under Texas Education Code Section 21.060 and 19 Texas Administrative Code § 249.16; or one of the following offenses, if at the time of the offense, the victim was under 18 years of age or enrolled in a public school; a felony offense under Texas Penal Code Title 5 Offenses Against Persons; an offense for which a defendant is required to register as a sex offender under Texas Code of Criminal Procedure chapter 62; or an equivalent offense under federal law or the laws of another state; or a felony violation of Texas Penal Code Section 43.24 related to the sale, distribution or display of harmful materials to a minor. The term "instructional facility" means real property, and improvement to real property, or a necessary fixture of an improvement to real property that is used predominantly for teaching the curriculum required under the state curriculum for kindergarten through grade 12.

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§ 3.4.6.4 Contractor's violation of this section shall constitute a substantial failure under Article 14.

§ 3.4.7 PREVAILING WAGE RATES

§ 3.4.7.1 Contractor, Contractor's Subcontractors and Sub-subcontractors shall pay all workers not less than the general prevailing rate of per diem wages for work of a similar character where the Project is located, as detailed in the "Minimum Wage Schedule" attached to this Agreement. Wages listed are minimum rates only. However, no claims for additional compensation above the Contract Sum shall be considered by the Owner because of payments of wage rates in excess of the applicable rate provided herein. Texas Government Code Section 2258.001 *et seq*.

§ 3.4.7.2 Contractor shall forfeit, as a penalty to the Owner, $60 for each laborer, worker or mechanic employed for each calendar day or part of the day that the worker is paid less than the wage rates stipulated in the Contract Documents.

§ 3.4.7.3 Owner reserves the right to receive and review payroll records, payment records, and earning statements of employees of Contractor, and of Contractor's Subcontractors and Sub-subcontractors."

§ 3.4.7.4 In executing the Work under the Contract Documents, Contractor shall comply with all applicable state and federal laws, including but not limited to, laws concerned with labor, equal employment opportunity, safety and minimum wages."

"§ 3.4.7.5 If no schedule is attached, then the parties shall use the wage rate determined by the US Department of Labor in accordance with the Davis-Bacon Act, 40 U.S.C. Section 276a, (which can be accessed on the internet at https://www.wdol.gov/ or https://beta.sam.gov/) effective as of the date of this Agreement.

§ 3.5 Warranty

§ 3.5.1 The Contractor warrants to the Owner and Architect that materials and equipment furnished under the Contract will be of good quality and new unless the Contract Documents require or permit otherwise. The Contractor further warrants that the Work will conform to the requirements of the Contract Documents and will be free from defects, except for those inherent in the quality of the Work the Contract Documents require or permit. The Contractor further warrants that Contractor shall perform the Work in a good and workmanlike manner, continuously and diligently in accordance with generally accepted standards of construction practice for construction of projects similar to the Project, except to the extent the Contract Documents expressly specify a higher degree of finish or workmanship, in which case the standard shall be the higher standard. All material shall be installed in a true and straight alignment, level and plumb; patterns shall be uniform; and jointing of materials shall be flush and level, unless otherwise directed in writing by the Architect. Work, materials, or equipment not conforming to these requirements may be considered defective. The Contractor's warranty excludes remedy for damage or defect caused by abuse, alterations to the Work not executed by the Contractor, improper or insufficient maintenance (unless such maintenance is Contractor's responsibility), improper operation, or normal wear and tear and normal usage, but such exclusions shall only apply after Owner has taken occupancy of the damaged or defective point of the Project. If required by the Architect, the Contractor shall furnish satisfactory evidence as to the kind and quality of materials and equipment. Notwithstanding anything in the Contract Documents to the contrary, Owner and Contractor expressly agree that the warranties stated herein shall mean the individual warranties associated with each particular Work within the Project, and each such individual warranty shall run from the applicable Work's Final Completion date (unless otherwise expressly provided in the applicable Contract Documents for that particular Work). Contractor's express warranty is in addition to, and not in lieu of, Owner's other available remedies. All required warranties on equipment, machinery, materials, or components shall be submitted to the Architect on the manufacturer's or supplier's approved forms for delivery to the Owner. The warranties set out in this Subparagraph are not exclusive of any other warranties or guarantees set out in other places in the Contract Documents or expressed or implied under applicable law.

§ 3.5.2 Contractor shall certify that the Project has been constructed in general conformance with the Architect's or Engineer's plans, specifications, and Construction Documents, as modified from time to time pursuant to the terms of the Contract Documents. Contractor shall fully complete a "Certification of Project Completion" as required by 19 Texas Administrative Code Section 61.1040.

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§ 3.5.3 In the event of failure of materials, products, or workmanship, either during construction or the warranty period, the Contractor shall take appropriate measures to ensure correction of defective Work or replacement of the defective items, without cost to the Owner. Such warranty shall be maintained notwithstanding that certain systems may be activated prior to Substantial Completion as required for the satisfactory completion of the Project. Upon written notice from the Owner or Architect, the Contractor shall promptly remedy defects as covered by Contractor's warranty. If Contractor does not respond to the written notice, either by beginning corrective work or notifying Owner in writing regarding when corrective work will begin, within ten days of Contractor's receipt of the written notice, then the Owner may take measures to correct the Work and Contractor will be obligated to reimburse Owner's costs. The provisions of this subparagraph shall be in addition to, and not in lieu of, any other rights and remedies available to the Owner.

§ 3.5.4 When deemed necessary by the Owner and prior to installation of any item specifically made subject to a performance standard or regulatory agency standard under any provision of the Contract Documents, Contractor shall furnish proof of conformance to the Architect. Proof of conformance shall be in the form of:

.1 an affidavit from the manufacturer certifying that the item is in conformance with the applicable standards; or

.2 an affidavit from a testing laboratory certifying that the product has been tested within the past year and is in conformance with the applicable standards; or

.3 such further reasonable proof as is required by the Architect.

§ 3.5.5 The Contractor agrees to issue in the name of the owner, or assign to the Owner at Final Completion of the Work, such assignment to be effective no later than Final Completion, for any and all material, equipment, fixtures and furniture (if supplied or installed by Contractor or its subcontractors), other special warranties, and manufacturers' warranties relating to materials and labor used in the Work. Contractor further agrees to perform the Work in such manner so as to preserve any and all manufacturers' warranties. All forms will be required to be submitted prior to Final Payment.

§ 3.5.6 The warranties of Contractor provided in Section 3.5 shall in no way limit or abridge the warranties of the suppliers of equipment and systems which are to comprise a portion of the Work and all such warranties shall be in form and substance as required by the Contract Documents. Contractor shall take no action or fail to act in any way which results in the termination or expiration of such third party warranties or which otherwise results in prejudice to the rights of Owner under such warranties. Contractor agrees to provide all notices required for the effectiveness of such warranties and shall include provisions in the contracts with the providers and manufacturers of such systems and equipment whereby Owner shall have a direct right, but not a duty, of enforcement of such warranty obligations.

§ 3.5.7 Contractor shall maintain a complete and accurate schedule of the date(s) of Substantial Completion, the date(s) of Final Completion, and the dates upon which the warranty under Section 12.2 herein on each phase or building will expire. Contractor shall provide a copy of such schedules to Owner and Architect. Prior to termination of the warranty period under Section 12.2 herein, Contractor shall accompany Owner and Architect on re-inspection of each Work in the Project and Contractor shall be responsible for correcting any warranty items which are observed or reported during the warranty period under Section 12.2 herein. Contractor shall prosecute such warranty work under Section 12.2 herein without interruption until accepted by Owner and Architect, even though such work should extend beyond the warranty period under Section 12.2 herein. If Contractor fails to provide the schedules to Owner and Architect, Contractor's warranty obligation described herein shall continue until such inspection is conducted and deficiencies are corrected.

§ 3.5.8 Prior to receipt of Final Payment, Contractor shall:

.1 Obtain duplicate original warranties, executed by all subcontractors, making the dates of beginning of the warranties the Date of Final Completion; and the warranties of suppliers and manufacturers, making the dates of beginning of the warranties no later than the Date of Final Completion
.2 Verify that the documents are in proper form and contain full information;
.3 Co-sign warranties when required;

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.4 Bind all warranties in commercial quality 8-1/2 X 11 inch three-ring binder, with hardback, cleanable, plastic covers;

.5 Label the cover of each binder with a typed or printed title labeled "WARRANTIES", along with the title of the Project; name, address and telephone number of Contractor; and name of its responsible principal;

.6 Include a Table of Contents, with each item identified by the number and title of the specification section under which the product is specified;

.7 Separate each warranty with index tab sheets keyed to the Table of Contents listing; and

.8 Deliver warranties and bonds in the form described above, to the Architect who will review same prior to submission to the Owner.

§ 3.6 Taxes

Owner is an exempt entity under the tax laws of the State of Texas. Texas Tax Code § 151.309; 34 TAC § 3.322. The Owner represents that this Project is eligible for exemption from the State Sales Tax on tangible personal property and material incorporated in the Project, provided that the Contractor fulfills the requirements of the Texas Tax Code § 151.309, § 151.310, § 151.311 and 34 TAC § 3.291; 3.287. For the purpose of establishing exemption, it is understood and agreed that the Contractor may be required to segregate materials and labor costs at the time a Contract is awarded. Contractor will accept a Certificate of Exemption from the Owner, pursuant to Texas Tax Code § 151.054(e); § 151.155; and 34 TAC § 3.287. Contractor shall obtain Certificates of Resale from Contractor's suppliers. Texas Tax Code § 151.154, 34 TAC § 3.285. Failure of Contractor or any Sub-Contractor to obtain Certificates of Resale from their suppliers shall make the Contractor or Sub-Contractor responsible for absorbing the tax, without compensation from Owner. Contractor shall pay all necessary local, county and state taxes, income tax, compensation tax, social security and withholding payments as required by law. CONTRACTOR HEREBY RELEASES, INDEMNIFIES, AND HOLDS HARMLESS OWNER FROM ANY AND ALL CLAIMS AND DEMANDS MADE AS A RESULT OF THE FAILURE OF CONTRACTOR OR ANY SUBCONTRACTOR TO COMPLY WITH THE PROVISIONS OF ANY OR ALL SUCH LAWS AND REGULATIONS.

§ 3.7 Permits, Fees, Notices and Compliance with Laws

§ 3.7.1 After Architect has filed the plans and specifications with the Texas Department of Licensing and Regulation, Architect shall notify Contractor that Contractor may make and submit the applications for the building permit. The Owner shall pay the municipality directly for the building permit and all other development "impact" fees, if any. The Contractor shall continue to be responsible for payment of other permits, governmental fees, licenses, and inspections necessary for proper execution of the Contract and which are legally required when bids or proposals are received. Such fees and expenses shall only be reimbursable to Contractor if expressly agreed to herein.

§ 3.7.1.1 The Owner shall pay directly to the governing authority the cost of all permanent property utility assessments and similar connection charges.

§ 3.7.1.2 The Contractor shall pay directly all temporary utility charges, tap charges, and water meter charges, without reimbursement from Owner. After consultation with the Owner, the Contractor shall also obtain all permits and approvals, and pay all fees and expenses, if any, associated with National Pollutant Discharge Elimination System (NPDES) regulations administered by the Environmental Protection Agency (EPA) and local authorities, if applicable, that require completion of documentation and/or acquisition of a "Land Disturbing Activities Permit" for the Project. Also after consultation with the Owner, the Contractor shall obtain all permits and approvals, and pay all fees and expenses, if any, associated with Storm Water Pollution Prevention and Pollution Control Plan (SWPPP) regulations administered by the Texas Commission on Environmental Quality (TCEQ) and local authorities. Contractor's obligations under this Section may or may not require it to obtain or perform engineering services during the pre-construction phase to prepare proper drainage for the construction sites. Any drainage alterations made by Contractor during the construction process, which require the issuance of a permit, shall be at Contractor's sole cost. Reimbursable expenses shall not include any fines or penalties assessed against the Contractor, Contractor's subcontractors, the Project, or the Owner.

§ 3.7.2 The Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to performance of the Work. In addition, Contractor shall authorize posting of any notices required of Owner pursuant to Texas Business and Commerce Code, Section 16.0001, or any notices concerning the Workers Compensation insurance carried by other parties involved in the Project, including without limitation, Architect, at the same location where Contractor posts notices regarding Workers Compensation. If applicable, the Contractor shall procure and obtain all bonds required of the

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Owner or the Contractor by the municipality in which the Project is located or by any other public or private body with jurisdiction over the Project. In connection with such bonds, the Contractor shall prepare all applications, supply all necessary back-up material and furnish the surety with any required personal undertakings. The Contractor shall also obtain and pay all charges for all approvals for street closings, traffic control, parking meter removal and other similar matters as may be necessary or appropriate from time to time for the performance of the Work."

§ 3.7.3 If the Contractor performs Work when Contractor knows or reasonably should have known it to be contrary to applicable laws, statutes, ordinances, codes, rules and regulations, the Contract Documents, or lawful orders of public authorities, the Contractor shall assume appropriate responsibility for such Work and shall bear the costs attributable to correction.

§ 3.7.4 Concealed or Unknown Conditions

If the Contractor encounters conditions at the site that are (1) subsurface or otherwise concealed physical conditions that differ materially from those indicated in the Contract Documents or (2) unknown physical conditions of an unusual nature that differ materially from those ordinarily found to exist and generally recognized as inherent in construction activities of the character provided for in the Contract Documents, the Contractor shall promptly provide notice to the Owner and the Architect before conditions are disturbed and in no event later than three (3) business days after first observance of the conditions. Contractor agrees that this is a reasonable notice requirement. The Architect will promptly investigate such conditions and, if the Architect determines that they differ materially, report findings and a recommended resolution in writing to Owner and Contractor. If Owner's Board of Trustees or Board's designee and Contractor cannot agree on an equitable adjustment to the Contract Sum or Contract time, then either party may pursue alternative dispute resolution as provided for in Article 15 within ninety (90) days of the Architect's recommendation. If such conditions will cause an increase or decrease in the Contractor's cost of, or time required for, performance of any part of the Work, the Architect will recommend that an equitable adjustment be made in the Contract Sum or Contract Time, or both.

§ 3.7.5 If, in the course of the Work, the Contractor encounters human remains or recognizes the existence of burial markers, archaeological sites or wetlands not indicated in the Contract Documents, the Contractor shall immediately suspend any operations that would affect them and shall notify the Owner and Architect in writing. Upon receipt of such notice, the Owner shall promptly take any action necessary to obtain governmental authorization required to resume the operations. The Contractor shall continue to suspend such operations until otherwise instructed by the Owner but shall continue with all other operations that do not affect those remains or features. Requests for adjustments in the Contract Sum and Contract Time arising from the existence of such remains or features may be made as provided in Article 15.

§ 3.7.6 The Contractor shall be responsible for timely notification to and coordination with all utility companies regarding the provision of services to the Project. The Contractor shall inform the Architect at once when the Owner's participation is required, and the Architect shall immediately notify the Owner. Connections for temporary and permanent utilities and payment for temporary utilities services required for the Work, whether the Work is new construction or renovation of an existing facility, are the responsibility of the Contractor unless otherwise agreed. If the Work is new construction, then payment for temporary and/or permanent utility services shall be the responsibility of the Contractor until Substantial Completion.

§ 3.8 Allowances

§ 3.8.1 The Contractor shall include in the Contract Sum all allowances stated in the Contract Documents. Items covered by allowances shall be supplied for such amounts and by such persons or entities as the Owner may direct, but the Contractor shall not be required to employ persons or entities to whom the Contractor has reasonable objection, unless required to do so by the terms of the Construction Documents.

§ 3.8.2 Unless otherwise provided in the Contract Documents,

- **.1** allowances shall cover the cost to the Contractor of materials and equipment delivered at the site, less applicable trade discounts;
- **.2** Contractor's costs for unloading and handling at the site, labor, installation costs, overhead, profit, and other expenses contemplated for stated allowance amounts shall be included in the Contract Sum but not in the allowances; and

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.3 whenever costs are more than or less than allowances, the Contract Sum, unless required to do so by the terms of the Construction Documents, shall be adjusted accordingly. The amount of the adjustment shall reflect (1) the difference between actual costs and the allowances under Section 3.8.2.1 and (2) changes in Contractor's costs under Section 3.8.2.2.

§ 3.8.3 Materials and equipment under an allowance shall be selected by the Owner with reasonable promptness.

§ 3.8.4 When performing Work under allowances, Contractor shall solicit and receive not less than three written proposals and shall provide the Work as directed by the Architect, upon Owner's written approval, on the basis of the best value to the District.

§ 3.9 Superintendent

§ 3.9.1 The Contractor shall employ a competent superintendent and necessary assistants who shall be in attendance at the Project site during performance of the Work. In addition, the Contractor may employ a project manager and necessary assistants who may supervise several Project sites. The superintendent shall represent the Contractor, and communications given to the superintendent shall be as binding as if given to the Contractor. Important communications shall be similarly confirmed in writing. Other communications shall be similarly confirmed on written request in each case. Questions about plan interpretation or directions shall be submitted to the Architect in the form of a written request for information and the Architect shall respond to such request for information in a reasonable and timely fashion. Contractor's selection of project manager or superintendent(s) shall be approved by Owner, and Contractor shall not replace the project manager or superintendent(s) without Owner's consent or until a replacement project manager or superintendent(s) has been selected in accordance with this Section. The Owner may reject or require removal of any job superintendent, project manager or employee of the Contractor, Subcontractor or Sub-Subcontractor involved in the Project. Contractor shall provide an adequate staff for the proper coordination and expedition of the Work. Owner reserves the right to require Contractor to dismiss from the Work any employee or employees that Owner may deem incompetent, careless, insubordinate, or in violation of any provision in these Contract Documents. This provision is applicable to Subcontractors, Sub-Subcontractors and their employees.

§ 3.9.2 [*Intentionally deleted.*]

§ 3.9.3 Contractor's superintendent shall be present full-time on the site as soon as possible after commencement of the Work, and shall remain assigned to this Work, and present on the site during performance of the Work, throughout the course of the Work until items requiring completion or correction, identified at Substantial Completion pursuant to Section 9.8, have been completed or corrected. From Substantial Completion until Final Completion, the superintendent shall be on the site as necessary to ensure that Final Completion occurs within 30 days of Substantial Completion.

§ 3.9.4 Owner shall be notified not less than 24 hours before any time that superintendent will not be present at the site for any reason except periodic illness. If the reason is due to illness, then Owner shall be notified at the beginning of that day. Owner shall be notified of the identity of the acting superintendent. In the event the superintendent is absent from the site and notice has not been provided nor has an acting superintendent been assigned to the Work, then an amount equal to the superintendent's daily rate shall be deducted from the amount owed to the Contractor under general conditions for such day.

§ 3.10 Contractor's Construction and Submittal Schedules

§ 3.10.1 The Contractor, promptly after being awarded the Contract, shall prepare and submit for the Owner's and Architect's information a Contractor's construction schedule for the Work. The schedule shall contain detail appropriate for the Project, including (1) the date of commencement of the Work, interim schedule milestone dates, and the date of Substantial Completion; (2) an apportionment of the Work by construction activity; and (3) the time required for completion of each portion of the Work. The schedule shall provide for the orderly progression of the Work to completion and shall not exceed time limits current under the Contract Documents. The schedule shall be revised at appropriate intervals as required by the conditions of the Work and Project. The schedule shall not interfere with the operation of Owner's existing facilities and operations without Owner's prior written approval.

§ 3.10.2 The Contractor, promptly after being awarded the Contract and thereafter as necessary to maintain a current submittal schedule, shall prepare and submit a submittal schedule for the Architect's approval. The Architect's approval shall not be unreasonably delayed or withheld. The submittal schedule shall (1) be coordinated with the

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Contractor's construction schedule, and (2) allow the Architect reasonable time to review submittals. If the Contractor fails to submit a submittal schedule, or fails to provide submittals in accordance with the approved submittal schedule, the Contractor shall not be entitled to any increase in Contract Sum or extension of Contract Time based on the time required for review of submittals.

§ 3.10.3 The Contractor shall perform the Work in accordance with the most recent schedules submitted to the Owner and Architect.

§ 3.10.4 The Contractor shall hold weekly progress meetings at the Project Site, or at such other time and frequency as are acceptable to the Owner. Progress of the work shall be reported at said meetings with reference to Contractor's construction schedule. The Contractor shall submit to the Architect with each monthly application for payment a copy of the progress schedule showing all modifications required and shall take whatever corrective action is necessary to assure that the project completion schedule is met at no additional cost to Owner, except as allowed herein. In the event that Contractor shall fall behind schedule at any time, Contractor shall develop and deliver a recovery plan to the Owner with a recovery schedule and a program describing the additional manpower, overtime, material expediting, resequencing of the Work and other steps Contractor shall take to meet the requirements of the Contract. Contractor shall not be entitled to compensation from the Owner or any increase in the Contract Sum for the schedule recovery efforts. No approval or consent by the Owner of any plan for resequencing or acceleration of the Work submitted by Contractor shall constitute a waiver by Owner of any damages or losses which Owner may suffer by reason of such resequencing or the failure of Contractor to meet the Substantial Completion Date or the Final Completion Date.

§ 3.11 Documents and Samples at the Site

The Contractor shall maintain and make available at all times, at the Project site, the Construction Documents, including Change Orders, Construction Change Directives, field test records (including environmental inspection and test records), inspection certificates or records, manufacturers' certificates, and other Modifications, in good order and marked currently to indicate field changes and selections made during construction, and the approved Shop Drawings, Product Data, Samples, and similar required submittals. These shall be in electronic form or paper copy, available to the Architect and Owner at all times, and delivered to the Architect for submittal to the Owner upon completion of the Work as a record of the Work as constructed.

§ 3.11.1 In addition to any other requirement in the Contract Documents and prior to installation, Contractor shall furnish or cause a subcontractor to furnish, for the Owner's and Architect's written approval, a physical sample of each specified item, product, fixture, or device which is visible by the general public and/or attached to an architecturally-finished surface. Samples shall be suitably labeled, adequately protected, and properly stored at the site. Samples which are approved and undamaged will be considered to be suitable for incorporation into the Work.

§ 3.12 Shop Drawings, Product Data and Samples

§ 3.12.1 Shop Drawings are drawings, diagrams, schedules, and other data specially prepared for the Work by the Contractor or a Subcontractor, Sub-subcontractor, manufacturer, supplier, or distributor to illustrate some portion of the Work.

§ 3.12.2 Product Data are illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by the Contractor to illustrate materials or equipment for some portion of the Work.

§ 3.12.3 Samples are physical examples that illustrate materials, equipment, or workmanship, and establish standards by which the Work will be judged.

§ 3.12.4 Shop Drawings, Product Data, Samples, and similar submittals are not Contract Documents. Their purpose is to demonstrate how the Contractor proposes to conform to the Contract Documents for those portions of the Work for which the Contract Documents require submittals. Review by the Architect is subject to the limitations of Section 4.2.7. Informational submittals upon which the Architect is not expected to take responsive action may be so identified in the Contract Documents. Submittals that are not required by the Contract Documents may be returned by the Architect without action.

§ 3.12.5 The Contractor shall review for compliance with the Contract Documents, approve, and submit to the Architect, Shop Drawings, Product Data, Samples, and similar submittals required by the Contract Documents, in accordance with the submittal schedule approved by the Architect or, in the absence of an approved submittal

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schedule, with reasonable promptness and in such sequence as to cause no delay in the Work or in the activities of the Owner or of Separate Contractors.

§ 3.12.6 By submitting Shop Drawings, Product Data, Samples, and similar submittals, the Contractor represents to the Owner and Architect that the Contractor has (1) reviewed and approved them, (2) determined and verified materials, field measurements and field construction criteria related thereto, or will do so, and (3) checked and coordinated the information contained within such submittals with the requirements of the Work and of the Contract Documents. Specific dimensions, quantities, installation and performance of equipment and systems in compliance with the Construction Documents and the Contract Documents remain the Contractor's responsibility.

§ 3.12.7 The Contractor shall perform no portion of the Work for which the Contract Documents require submittal and review of Shop Drawings, Product Data, Samples, or similar submittals, until the respective submittal has been approved by the Architect.

§ 3.12.8 The Work shall be in accordance with approved submittals except that the Contractor shall not be relieved of responsibility for deviations from the requirements of the Contract Documents by the Architect's approval of Shop Drawings, Product Data, Samples, or similar submittals, unless the Contractor has specifically notified the Architect in writing of such deviation at the time of submittal and (1) the Architect has given written approval to the specific deviation as a minor change in the Work, or (2) a Change Order or Construction Change Directive has been issued authorizing the deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Shop Drawings, Product Data, Samples, or similar submittals, by the Architect's approval thereof.

§ 3.12.9 The Contractor shall direct specific attention, in writing or on resubmitted Shop Drawings, Product Data, Samples, or similar submittals, to revisions other than those requested by the Architect on previous submittals. In the absence of such written notice, the Architect's approval of a resubmission shall not apply to such revisions.

§ 3.12.10 The Contractor shall not be required to provide professional services that constitute the practice of architecture or engineering unless such services are specifically required by the Contract Documents for a portion of the Work or unless the Contractor needs to provide such services in order to carry out the Contractor's responsibilities for construction means, methods, techniques, sequences, and procedures. The Contractor shall not be required to provide professional services in violation of applicable law.

§ 3.12.10.1 If professional design services or certifications by a design professional related to systems, materials, or equipment are specifically required of the Contractor by the Contract Documents, the Owner and the Architect will specify all performance and design criteria that such services must satisfy. The Contractor shall cause such services or certifications to be provided by an appropriately licensed design professional, whose signature and seal shall appear on all drawings, calculations, specifications, certifications, Shop Drawings, and other submittals prepared by such professional. Shop Drawings, and other submittals related to the Work, designed or certified by such professional, if prepared by others, shall bear such professional's written approval when submitted to the Architect. The Owner and the Architect shall be entitled to rely upon the adequacy, completeness and accuracy of the services, certifications, and approvals performed or provided by such design professionals. Pursuant to this Section 3.12.10, the Architect will review and approve or take other appropriate action on submittals only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. A registered architect must prepare plans and specifications for all the Work, as governed by the Texas Occupations Code Chapter 1051; and a registered engineer must prepare plans, specifications and estimates for all Work governed by Texas Occupations Code Chapter 1001. In the event that Contractor retains a licensed design professional under the terms of this paragraph, Contractor shall require that the licensed design professional carry commercial general liability and errors and omissions insurance coverage in the same amounts and forms as required of the Architect on this Project. In the event that the licensed design professional retained by the Contractor will be conducting on-site services or observations, the licensed design professional shall also carry worker's compensation insurance and comprehensive automobile liability in the same amounts and forms as required of the Architect on this Project.

§ 3.12.10.2 If the Contract Documents require the Contractor's design professional to certify that the Work has been performed in accordance with the design criteria, the Contractor shall furnish such certifications to the Architect at the time and in the form specified by the Architect.

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§ 3.12.11 The Contractor shall submit complete drawings, data and samples to the Architect at least fifteen (15) days prior to the date the Contractor needs the reviewed submittals and samples returned. The Contractor shall be prepared to submit color samples on any key items (such as quarry tile, vinyl wall covering, etc.) within fifteen (15) days of the award of Subcontract(s). All color samples required for the Work shall be received within sixty (60) days of the date of the approval of the Contract Sum if the Project is an A101 project, or Guaranteed Maximum Price if the Project is an A133 project. Once samples of all key items are received, the Architect will finalize color selections.

§ 3.12.12 The Contractor shall submit the number of copies of product data and samples which the Contractor and subcontractors need for their use, plus two additional sets for the Architect, one additional set for the Owner and one additional set for each of the Architect's consultants involved with the particular section of Work. Where shop drawings are involved, the Contractor shall submit one high quality reproducible transparency and one opaque print of the shop drawing for the Architect, plus one additional opaque print for each of the Architect's consultants involved with the particular section of Work. The reproducible transparency will be marked by the Architect and/or its consultants. After final review and correction of the submittal, the Contractor shall send one corrected set to the Architect and each of the Architect's consultants involved with the particular section of Work.

§ 3.12.13 The Architect's review of Contractor's submittals shall be limited to examination of an initial submittal and one (1) re-submittal. The Architect's review of additional submittals will be made only with the consent of the Owner after notification by the Architect. The Owner shall be entitled to reimbursement from the Contractor of amounts paid to the Architect for evaluation of such additional re-submittals.

§ 3.12.14 The Contractor represents and warrants that all shop drawings shall be prepared by persons and entities possessing expertise and experience in the trade for which the shop drawings are prepared and, if required by the Architect or applicable law, by a licensed engineer.

§ 3.13 Use of Site

§ 3.13.1 The Contractor shall confine operations at the site to areas permitted by applicable laws, statutes, ordinances, codes, rules and regulations, lawful orders of public authorities, and the Contract Documents and shall not unreasonably encumber the site with materials or equipment.

§ 3.13.2 Only materials and equipment which are to be used directly in the Work shall be brought to and stored on the Project site by the Contractor. After equipment is no longer required for the Work, it shall be promptly removed from the Project site. Protection of construction material and equipment stored at the Project site from weather, theft, damage and all other adversity is solely the responsibility of the Contractor.

§ 3.13.3 The Contractor and its subcontractors shall not erect any sign on the Project site without the prior written consent of the Owner.

§ 3.13.4 Contractor shall ensure that the Work, at all times, is performed in a manner that affords Owner reasonable access, both vehicular and pedestrian, to the site of the Work and all adjacent areas. The Work shall be performed in such a manner that public areas adjacent to the Site of the Work shall be free from all debris, building material and equipment likely to cause hazardous conditions. Without limitation of any other provision of the Construction Documents, Contractor shall use its best efforts to minimize any interference with the occupancy or beneficial use of any area or building adjacent to the site of the Work, or the building, in the event of partial occupancy.

§ 3.13.5 Without prior approval of the Owner, the Contractor shall not permit any workers to use any existing facilities at the Project site, including, without limitation, lavatories, toilets, entrance and parking areas other than those designated by the Owner. The Contractor shall comply with all rules and regulations promulgated by the Owner in connection with the use and occupancy of the Project site and the Building.

§ 3.14 Cutting and Patching

§ 3.14.1 The Contractor shall be responsible for cutting, fitting, or patching required to complete the Work or to make its parts fit together properly, provided, however, that any such cutting, fitting or patching can only be performed if the cutting, fitting or patching results in Work that is in accordance with the Construction Documents and Contract Documents. All areas requiring cutting, fitting, or patching shall be restored to the condition existing prior to the cutting, fitting, or patching, unless otherwise required by the Contract Documents.

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§ 3.14.2 The Contractor shall not damage or endanger a portion of the Work or fully or partially completed construction of the Owner or Separate Contractors by cutting, patching, or otherwise altering such construction, or by excavation. The Contractor shall not cut or otherwise alter construction by the Owner or a Separate Contractor except with written consent of the Owner and of the Separate Contractor. Consent shall not be unreasonably withheld. The Contractor shall not unreasonably withhold, from the Owner or a Separate Contractor, its consent to cutting or otherwise altering the Work.

§ 3.14.3 No cutting of structural elements will be permitted unless specifically approved in writing by Architect. Fitting and patching shall only be done with new products, and shall only be performed by those skilled in performing the original Work.

§ 3.15 Cleaning Up

§ 3.15.1 The Contractor shall, on a daily basis, keep the premises and surrounding area free from accumulation of waste materials and rubbish caused by operations under the Contract. Contractor shall provide on-site containers for the collection of waste materials, debris and rubbish, and shall periodically remove waste materials, debris and rubbish from the Work and dispose of all such materials at legal disposal areas away from the site. All cleaning operations shall be scheduled so as to ensure that contaminants resulting from the cleaning process will not fall on newly-coated or newly-painted surfaces. Immediately after unpacking materials, all packing case lumber or other packing materials, wrapping or other like flammable waste shall be collected and removed from the building and premises. At completion of the Work, the Contractor shall remove waste materials, rubbish, the Contractor's tools, construction equipment, machinery, and surplus materials from and about the Project. Care shall be taken by all workers not to mark, soil, or otherwise deface any finish. In the event that any finish becomes defaced in any way by mechanics or workers, the Contractor or any of its Subcontractors shall clean and restore such surfaces to their original condition.

§ 3.15.2 If the Contractor fails to clean up as provided in the Contract Documents, the Owner may do so and the Owner shall be entitled to reimbursement from the Contractor.

§ 3.15.3 The Contractor shall be responsible for the protection of the Work. Prior to the Architect's inspection for Substantial Completion, the Contractor shall clean exterior and interior surfaces exposed to view; remove temporary labels, stains, putty, soil, paint and foreign substances from all surfaces, including glass and painted surfaces; polish transparent and glossy surfaces; clean equipment and fixtures to a sanitary condition; replace air filters in mechanical equipment; clean roofs, gutters, and downspouts; remove obstructions and flush debris from drainage systems; clean site; sweep paved areas and rake clean other surfaces; remove trash and surplus materials from the site; clean and polish all floors; clean and polish all hardware; and repair all Work damaged during cleaning.

§ 3.15.4 After construction is complete, Contractor shall: (1) employ skilled workers for final cleaning; (2) remove grease, mastic adhesive, dust, dirt, stains, fingerprints, labels and other foreign materials from all sight-exposed interior and exterior surfaces; (3) wash and shine glazing and mirrors; (4) polish glossy surfaces to a clear shine; (5) vacuum clean carpeted and similar soft surfaces; (6) clean (damp mop with clean mop and water) resilient and hard surface floors repeating as necessary until no visible residue remains on floors; (7) clean plumbing fixtures to a sanitary condition; (8) clean surfaces of all equipment and remove excess lubrication; (9) clean permanent filters and replace disposable filters in ventilating systems if units were operated during construction and clean ducts, blowers and coils; (10) clean light fixtures; (11) remove waste, foreign matter and debris from roofs, gutters, area ways and drainage ways; (12) remove waste, debris and surplus materials from the site; (13) remove stains, spills and foreign substances from paved areas; and (14) broom clean exterior concrete and paved surfaces and rake clean the grounds.

§ 3.16 Access to Work

The Contractor shall provide the Owner and Architect and their designated representatives with access to the Work in preparation and progress wherever located. The presence of the Owner, Architect or their representatives does not constitute acceptance or approval of the Work.

§ 3.17 Royalties, Patents and Copyrights

The Contractor shall pay all royalties and license fees. THE CONTRACTOR SHALL DEFEND SUITS OR CLAIMS FOR INFRINGEMENT OF COPYRIGHTS AND PATENT RIGHTS, SHALL WAIVE AND RELEASE CLAIMS AGAINST THE OWNER AND ARCHITECT, AND SHALL INDEMNIFY AND HOLD HARMLESS THE OWNER AND ARCHITECT FROM LOSS ON ACCOUNT THEREOF, PROVIDED, HOWEVER, CONTRACTOR SHALL NOT BE RESPONSIBLE TO ARCHITECT FOR SUCH DEFENSE OR LOSS WHEN A

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PARTICULAR DESIGN, PROCESS OR PRODUCT OF A PARTICULAR MANUFACTURER OR MANUFACTURERS IS REQUIRED BY THE CONTRACT DOCUMENTS, OR WHERE THE COPYRIGHT VIOLATIONS ARE CONTAINED IN DRAWINGS, SPECIFICATIONS OR OTHER DOCUMENTS PREPARED BY THE ARCHITECT, AND SHALL NOT BE RESPONSIBLE TO OWNER IF OWNER REQUIRES A PARTICULAR DESIGN, PROCESS OR PRODUCT THAT CONSTITUTES A COPYRIGHT VIOLATION. However, if the Contractor has reason to believe that the required design, process or product is an infringement of a copyright or a patent, the Contractor shall be responsible for such loss unless such information is promptly furnished to the Owner and Architect in writing.

§ 3.18 Indemnification

§ 3.18.1 TO THE FULLEST EXTENT PERMITTED BY LAW, THE CONTRACTOR SHALL WAIVE AND RELEASE CLAIMS AGAINST AND SHALL INDEMNIFY AND HOLD HARMLESS THE OWNER, ARCHITECT, OWNER'S TRUSTEES, ARCHITECT'S CONSULTANTS, OWNER'S CONSULTANTS AND OFFICERS, AGENTS AND EMPLOYEES OF ANY OF THEM, FROM AND AGAINST CLAIMS, DAMAGES, LOSSES, CAUSES OF ACTION, SUITS, JUDGMENTS AND EXPENSES, INCLUDING BUT NOT LIMITED TO ATTORNEYS' FEES, ARISING OUT OF OR RESULTING FROM PERFORMANCE OF THE WORK, PROVIDED THAT SUCH CLAIM, DAMAGE, LOSS OR EXPENSE IS ATTRIBUTABLE TO BODILY INJURY, SICKNESS, DISEASE OR DEATH, OR TO INJURY TO OR DESTRUCTION OF TANGIBLE PROPERTY (INCLUDING THE WORK ITSELF) INCLUDING LOSS OF USE RESULTING THEREFROM, BUT ONLY TO THE EXTENT CAUSED IN WHOLE OR IN PART BY WILLFUL OR NEGLIGENT ACTS OR OMISSIONS OF THE CONTRACTOR, A SUB-CONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THEM, ANYONE THEY CONTROL OR EXERCISE CONTROL OVER, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, REGARDLESS OF WHETHER OR NOT SUCH CLAIM, DAMAGE, LOSS OR EXPENSE IS CAUSED IN PART BY ANY WILLFUL OR NEGLIGENT ACTS OR OMISSIONS OF OWNER OR OWNER'S CONSULTANTS OR OTHER INDEMNIFIED PARTIES. SUCH OBLIGATION SHALL NOT BE CONSTRUED TO NEGATE, ABRIDGE, OR REDUCE OTHER RIGHTS OR OBLIGATIONS OF INDEMNITY THAT WOULD OTHERWISE EXIST AS TO A PARTY OR PERSON DESCRIBED IN THIS SECTION 3.18. ALL COSTS AND EXPENSES SO INCURRED BY ANY OF THE INDEMNIFIED PARTIES IN THAT EVENT SHALL BE REIMBURSED BY CONTRACTOR TO THE INDEMNIFIED PARTIES, AND ANY COST AND EXPENSES SO INCURRED BY INDEMNIFIED PARTIES SHALL BEAR INTEREST UNTIL REIMBURSED BY CONTRACTOR, AT THE RATE OF INTEREST PROVIDED TO BE PAID BY THE JUDGMENT UNDER THE LAWS OF THE STATE OF TEXAS.

§ 3.18.2 IN CLAIMS AGAINST ANY PERSON OR ENTITY INDEMNIFIED UNDER THIS SECTION 3.18 BY AN EMPLOYEE OF THE CONTRACTOR, A SUBCONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THEM, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, THE INDEMNIFICATION OBLIGATION UNDER SECTION 3.18.1 SHALL NOT BE LIMITED BY A LIMITATION ON AMOUNT OR TYPE OF DAMAGES, COMPENSATION, OR BENEFITS PAYABLE BY OR FOR THE CONTRACTOR OR A SUBCONTRACTOR UNDER INSURANCE POLICIES, WORKERS' COMPENSATION ACTS, DISABILITY BENEFIT ACTS, OR OTHER EMPLOYEE BENEFIT ACTS.

§ 3.18.3 THE OBLIGATIONS OF THE CONTRACTOR UNDER THIS SECTION 3.18 SHALL NOT EXTEND TO THE LIABILITY OF THE ARCHITECT, THE ARCHITECT'S CONSULTANTS, AND AGENTS AND EMPLOYEES OF ANY OF THEM, CAUSED BY OR RESULTING FROM: (1) DEFECTS IN PLANS, DESIGNS, OR SPECIFICATIONS PREPARED, APPROVED, OR USED BY THE ARCHITECT OR ENGINEER; OR (2) NEGLIGENCE OF THE ARCHITECT OR ENGINEER IN THE RENDITION OR CONDUCT OF PROFESSIONAL DUTIES CALLED FOR OR ARISING OUT OF THE CONSTRUCTION CONTRACT AND THE PLANS, DESIGNS, OR SPECIFICATIONS THAT ARE A PART OF THE CONSTRUCTION CONTRACT; AND (3) ARISING FROM : (A) PERSONAL INJURY OR DEATH; (B) PROPERTY DAMAGE; OR (C) ANY OTHER EXPENSE THAT ARISES FROM PERSONAL INJURY, DEATH, OR PROPERTY DAMAGE, OR AS OTHERWISE LIMITED BY TEXAS CIVIL PRACTICE & REMEDIES CODE SECTION 130.001 *ET SEQ*.

§ 3.18.4 THE OWNER MAY CAUSE ANY OTHER CONTRACTOR WHO MAY HAVE A CONTRACT WITH THE OWNER TO PERFORM CONSTRUCTION OR INSTALLATION WORK IN THE AREAS WHERE WORK WILL BE PERFORMED UNDER THIS AGREEMENT, TO AGREE TO INDEMNIFY AND TO HOLD THE OWNER AND THE CONTRACTOR HARMLESS FROM ALL CLAIMS FOR BODILY INJURY AND PROPERTY DAMAGE TO THE SAME EXTENT AS IS PROVIDED IN SECTION 3.18.1 ABOVE. LIKEWISE,

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CONTRACTOR AGREES TO INDEMNIFY AND TO HOLD THE OWNER'S OTHER CONTRACTORS HARMLESS FROM ALL CLAIMS FOR BODILY INJURY AND PROPERTY DAMAGE TO THE SAME EXTENT AS PROVIDED IN SECTION 3.18.1 ABOVE.

§ 3.18.5 THE PROVISIONS OF SECTION 3.18 IN ITS ENTIRETY SHALL SURVIVE THE COMPLETION, TERMINATION OR EXPIRATION OF THIS CONTRACT.

§ 3.18.6 IT IS AGREED WITH RESPECT TO ANY LEGAL LIMITATIONS NOW OR HEREAFTER IN EFFECT AND AFFECTING THE VALIDITY OR ENFORCEABILITY OF THE INDEMNIFICATION OBLIGATIONS UNDER PARAGRAPH 3.18, SUCH LEGAL LIMITATIONS ARE MADE A PART OF THE INDEMNIFICATION OBLIGATION AND SHALL OPERATE TO AMEND THE INDEMNIFICATION OBLIGATION TO THE MINIMUM EXTENT NECESSARY TO BRING THE PROVISION INTO CONFORMITY WITH THE REQUIREMENTS OF SUCH LIMITATIONS, AND AS SO MODIFIED, THE INDEMNIFICATION OBLIGATIONS SHALL CONTINUE IN FULL FORCE AND EFFECT.

§ 3.18.7 IT IS UNDERSTOOD AND AGREED THAT SUBPARAGRAPH 3.18.1 ABOVE IS SUBJECT TO, AND EXPRESSLY LIMITED BY, THE TERMS AND CONDITIONS OF TEXAS CIV. PRAC. & REM. CODE ANN. SEC. 130.001 TO 130.005, AS AMENDED.

§ 3.18.8 THE OWNER MAY CAUSE ANY OTHER CONTRACTOR WHO MAY HAVE A CONTRACT WITH THE OWNER TO PERFORM CONSTRUCTION OR INSTALLATION WORK IN THE AREAS WHERE WORK WILL BE PERFORMED UNDER THIS AGREEMENT, TO AGREE TO INDEMNIFY AND TO HOLD THE OWNER AND THE CONTRACTOR HARMLESS FROM ALL CLAIMS ATTRIBUTABLE TO BODILY INJURY, SICKNESS, DISEASE OR DEATH OR TO INJURY TO OR DESTRUCTION OF TANGIBLE PROPERTY {INCLUDING THE WORK ITSELF) INCLUDING LOSS OF USE, TO THE SAME EXTENT AS PROVIDED IN SUBPARAGRAPH 3.18.1 ABOVE.

§ 3.19 ANTITRUST VIOLATION. To permit the Owner to recover damages suffered in antitrust violations, Contractor hereby assigns to Owner any and all claims for overcharges associated with this Contract which violate the antitrust laws of the United States, 15 U.S.C.A. Section 1 *et seq*. The Contractor shall include this provision in its agreements with each subcontractor and supplier. Each subcontractor shall include such provisions in agreements with sub-subcontractors and suppliers.

ARTICLE 4 ARCHITECT

§ 4.1 General

§ 4.1.1 The Architect is the person or entity retained by the Owner pursuant to Section 2.3.2 and identified as such in the Agreement.

§ 4.1.2 Duties, responsibilities, and limitations of authority of the Architect as set forth in the Contract Documents shall not be restricted, modified, or extended without written consent of the Owner.

§ 4.1.3 Except as expressly provided herein, the Contractor shall not be relieved of Contractor's obligation to perform the Work in strict accordance with the Construction Documents and the Contract Documents by the duties, responsibilities, or activities of the Architect.

§ 4.2 Administration of the Contract

§ 4.2.1 The Architect will provide administration of the Contract as described in the Contract Documents and will be an Owner's representative during construction, until final payment is due, and, with the Owner's concurrence, from time to time during the one-year period for correction of Work described in Section 12.2.2. The Architect will have authority to act on behalf of the Owner only to the extent provided in the Contract Documents, or as they may be amended in the future.

§ 4.2.2 Architect shall visit the site at least once per week (or more per week when deemed necessary by the Owner's Superintendent or when necessary to protect Owner's interests) and at other intervals appropriate to the stage of construction, to inspect the progress, quantity and quality of the work completed, to reject any observed nonconforming Work, and to determine if the Work is being performed in a manner indicating that the Work, when completed, will be in accordance with the Construction Documents and the Contract Documents and on time. Furthermore, a minimum of two job site meetings per month from commencement of construction through Final

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Completion will be initiated by the Architect and attended by the Contractor. Attendees will include the Owner, the Contractor's project manager and/or superintendent, Architect's project representative, and Architect. The Architect, Owner and their representatives shall at all times have access to the Work. Architect or its structural consultant will provide on-site observations prior to and during all concrete pours that contribute to the structural integrity of the building, including all pours of concrete piers, footings, grade beams, floor slabs, and concrete superstructure components, if applicable. In addition, Architect or its structural consultant will provide on-site observations prior to covering up or closing up of portions of the construction which, if covered, would conceal problems with the structural integrity of the Project. Contractor shall not close or cover said Work until said observations have occurred. Contractor or Architect will advise Owner of the need for any third-party laboratory or testing services to assist the Architect and Owner. On the basis of the on-site observations by Architect, Architect shall keep Owner and Contractor informed of the progress and quality of the Work, through Architect's field reports, and shall guard Owner against defects and deficiencies in the Work. Architect shall promptly notify Owner and Contractor orally regarding any defect or nonconforming Work, which shall be followed by notice in writing of defects or nonconforming Work noted and corrective actions taken or recommended. The Architect, however, shall not have control over or responsibility for the Contractor's construction means, methods, techniques, sequences, procedures, or safety programs, but this does not relieve Architect of Architect's responsibilities under this Agreement. Any services by Contractor made necessary by Contractor's construction defect or nonconforming Work shall be performed at no additional cost to Owner.

§ 4.2.3 The Architect will not be responsible for the Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents. The Architect will not have control over or charge of, and will not be responsible for acts or omissions of, the Contractor, Subcontractors, or their agents or employees, or any other persons or entities performing portions of the Work. The Contractor shall reimburse the Owner for compensation paid to the Architect for additional site visits made necessary by the fault, neglect, or request of the Contractor.

§ 4.2.4 Communications

Except as otherwise provided in the Contract Documents or when direct communications have been specifically authorized, the Owner and Contractor shall endeavor to communicate with each other through the Architect about matters arising out of or relating to the Contract. However, Owner reserves the right to communicate directly with the Contractor and Subcontractors. Communications by and with the Architect's consultants shall be through the Architect. Communications by and with Subcontractors and suppliers shall be through the Contractor. Communications by and with Separate Contractors shall be through the Owner.

§ 4.2.5 As further provided in the Contract Documents, based on the Architect's evaluations of the Contractor's Applications for Payment, the Architect will review and certify the amounts due the Contractor and will issue Certificates for Payment in such amounts.

§ 4.2.6 The Architect shall reject Work that does not conform to the Construction Documents and the Contract Documents. Whenever the Architect considers it necessary or advisable, the Architect will have will recommend to Owner additional inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not the Work is fabricated, installed or completed. However, neither this authority of the Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect or the Owner to the Contractor, Subcontractors, suppliers, their agents or employees, or other persons or entities performing portions of the Work. Architect and/or Contractor shall promptly notify, orally and in writing, the other party and Owner of any fault or defect in the Project or nonconformance with Construction Documents or the Contract Documents they may respectively discover and each, upon discovery of the defect or nonconformance, shall be responsible for notifying the other party and Owner of those corrective actions they respectively take; provided, however, Contractor shall have no duty to notify Owner of discoveries made or actions taken by Architect. Testing or inspections required by this subparagraph shall be conducted subject to the requirements of Chapter 2269 of the Texas Government Code.

§ 4.2.7 The Architect will review and approve, or take other appropriate action upon, the Contractor's submittals such as Shop Drawings, Product Data, and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Construction Documents and the Contract Documents. The Architect's action will be taken with such reasonable promptness as to cause no delay in the Work or in the activities of the Owner, Contractor, or Separate Contractors while allowing sufficient time in the Architect's professional judgment to permit adequate review. Review of such submittals is not conducted for the purpose of determining the accuracy and completeness of other details such as dimensions and quantities, or for

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substantiating instructions for installation of equipment or systems, all of which remain the responsibility of the Contractor as required by the Construction Documents and the Contract Documents. The Architect's review of the Contractor's submittals shall not relieve the Contractor of the obligations under Sections 3.3, 3.5, and 3.12. The Architect's review shall not constitute approval of safety precautions or, unless otherwise specifically stated by the Architect, of any construction means, methods, techniques, sequences, or procedures. The Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component. If any submittal does not comply with the requirements of the Construction Documents or the Contract Documents, then Architect shall require Contractor to come into compliance. The Architect shall promptly report in writing to the Contractor and Owner any errors, inconsistencies and omissions discovered by the Architect in the Shop Drawings, Product Data and Samples.

§ 4.2.8 The Architect shall review, prepare and make recommendations to Owner regarding all Change Orders and Construction Change Directives for the Owner's approval and execution in accordance with the Construction Documents and the Contract Documents, accompanied by all supporting documentation. The Architect may authorize minor changes in the Work not involving an adjustment in Contract Sum or Guaranteed Maximum Price, or an extension of the Contract Time which are consistent with the intent of the Contract Documents. If necessary, the Architect shall prepare, reproduce and distribute Drawings and Specifications to describe Work to be added, deleted or modified, as provided in Section 7.4. The Architect shall accept requests by the Owner, and shall review properly prepared, timely requests by the Contractor for changes in the Work, including adjustments to the Contract Sum or Guaranteed Maximum Price, or Contract Time. A properly prepared request for a change in the Work by the Contractor shall be accompanied by sufficient supporting data and information to permit the Architect to make a reasonable determination without extensive investigation or preparation of additional drawings or specifications. If the Architect determines that requested changes in the Work are not materially different from the requirements of the Construction Documents or the Contract Documents, and do not change the Contract Sum or Guaranteed Maximum Price, or Contract Time, then the Architect may issue an order for a minor change in the Work with prior written notice to the Owner or recommend to the Owner that the requested change be denied. The Architect is not authorized to approve changes involving major systems such as: Heating, Ventilation and Air Conditioning ("HVAC"); roof; foundation; outward appearance; color schemes; floor plans; building materials; drainage or mechanical equipment without Owner's prior written consent.

§ 4.2.9 The Architect will conduct inspections to determine the date or dates of Substantial Completion and the date of final completion; issue Certificates of Substantial Completion pursuant to Section 9.8; receive and forward to the Owner, for the Owner's review and records, written warranties and related documents required by the Contract and assembled by the Contractor pursuant to Section 9.10; and issue a final Certificate for Payment pursuant to Section 9.10.

§ 4.2.10 If the Owner and Architect agree, the Architect will provide one or more Project representatives to assist in carrying out the Architect's responsibilities at the site. The Owner shall notify the Contractor of any change in the duties, responsibilities and limitations of authority of the Project representatives.

§ 4.2.11 The Architect will interpret and make recommendations concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect's response to such requests will be made in writing within any time limits agreed upon or otherwise with reasonable promptness.

§ 4.2.12 Interpretations or recommendations of the Architect will be consistent with the intent of, and reasonably inferable from, the Contract Documents and will be in writing or in the form of drawings. When making such interpretations and recommendations, the Architect will endeavor to secure faithful performance by both Owner and Contractor.

§ 4.2.13 The Owner's decisions on matters relating to aesthetic effect shall be final.

§ 4.2.14 The Architect will review and respond to requests for information about the Construction Documents and the Contract Documents. The Architect's response to such requests will be made in writing within any time limits agreed upon or otherwise with reasonable promptness. If appropriate, the Architect will prepare and issue supplemental Drawings and Specifications in response to the requests for information, at no additional cost to the Owner.

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ARTICLE 5 SUBCONTRACTORS

§ 5.1 Definitions

§ 5.1.1 A Subcontractor is a person or entity who has a direct contract with the Contractor to perform a portion of the Work at the site. The term "Subcontractor" is referred to throughout the Contract Documents as if singular in number and means a Subcontractor or an authorized representative of the Subcontractor. The term "Subcontractor" does not include a Separate Contractor or the subcontractors of a Separate Contractor.

§ 5.1.2 A Sub-subcontractor is a person or entity who has a direct or indirect contract with a Subcontractor to perform a portion of the Work at the site. The term "Sub-subcontractor" is referred to throughout the Contract Documents as if singular in number and means a Sub-subcontractor or an authorized representative of the Sub-subcontractor.

§ 5.2 Award of Subcontracts and Other Contracts for Portions of the Work

§ 5.2.1 Unless otherwise stated in the Contract Documents, the Contractor, as soon as practicable after award of the Contract, shall notify the Owner and Architect in writing of the persons or entities proposed for each principal portion of the Work, including those who are to furnish materials or equipment fabricated to a special design. Within 14 days of receipt of the information, the Architect shall notify in writing the Contractor whether the Owner or the Architect (1) has reasonable objection to any such proposed person or entity or (2) requires additional time for review. Failure of the Architect to provide notice within the 14-day period shall constitute notice of no reasonable objection. All subcontractors shall be procured in accordance with Texas Education Code Chapter 44, Subchapter B, and Texas Government Code Chapter 2269, as applicable. A notice of no reasonable objection shall in no way relieve the Contractor from full responsibility for performance and completion of the Work and its obligations under the Contract Documents. The Contractor shall be fully responsible for the performance of its subcontractors, including those recommended or approved by the Owner.

§ 5.2.2 The Contractor shall not contract with a proposed person or entity to whom the Owner or Architect has made reasonable and timely objection. The Contractor shall not be required to contract with anyone to whom the Contractor has made reasonable objection.

§ 5.2.3 If the Owner or Architect has reasonable objection to a person or entity proposed by the Contractor, the Contractor shall propose another to whom the Owner or Architect has no reasonable objection. When the parties agree on a proposed substitute Subcontractor, then the Contract Sum and Contract Time may be increased or decreased by the difference, if any, occasioned by such change, and an appropriate Change Order shall be issued before commencement of the substitute Subcontractor's Work. However, no increase in the Contract Sum or Contract Time shall be allowed for such change unless the Contractor has acted promptly and responsively in submitting names as required.

§ 5.2.4 The Contractor shall not substitute a Subcontractor, person, or entity for one previously selected if the Owner or Architect makes reasonable objection to such substitution.

§ 5.2.5 Each Contractor or subcontractor shall be required to completely familiarize itself with the plans and specifications, to visit the Work site to completely familiarize itself with existing conditions, and to conduct any other appropriate investigations, inspections or inquiries prior to submission of a bid or proposal. No increases in Contract Sums or Guaranteed Maximum Price shall be allowed for failure to so inspect or investigate.

§ 5.3 Subcontractual Relations

By appropriate written agreement, the Contractor shall require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by terms of the Contract Documents, and to assume toward the Contractor all the obligations and responsibilities, including the responsibility for safety of the Subcontractor's Work that the Contractor, by these Contract Documents, assumes toward the Owner and Architect. The terms and conditions of the Contract Documents shall be incorporated by reference into each subcontract agreement, included as provided below. Each subcontract agreement shall preserve and protect the rights of the Owner and Architect under the Contract Documents with respect to the Work to be performed by the Subcontractor so that subcontracting thereof will not prejudice such rights, and shall allow to the Subcontractor, unless specifically provided otherwise in the subcontract agreement, the benefit of all rights, remedies, and redress against the Contractor that the Contractor, by the Contract Documents, has against the Owner. Where appropriate, the Contractor shall require each Subcontractor to enter into similar agreements with Sub-subcontractors. The Contractor shall make available to each proposed Subcontractor, prior to the execution of the subcontract agreement,

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copies of the Contract Documents to which the Subcontractor will be bound, and, upon written request of the Subcontractor, identify to the Subcontractor terms and conditions of the proposed subcontract agreement that may be at variance with the Contract Documents. Subcontractors will similarly make copies of applicable portions of such documents available to their respective proposed Sub-subcontractors. Each subcontractor shall provide proof of insurance to Contractor consistent with the Contractor's insurance to Owner and in an amount commensurate with the Work to be performed by the Subcontractor.

§ 5.3.1 Neither the Owner nor the Architect shall be obligated to pay or to insure the payment of any monies to subcontractors due to any non-payment to the Contractor or non-payment of subcontractors by the Contractor.

§ 5.3.2 The Contractor shall require any potential subcontractor to disclose to the Contractor any ownership interest or familial relationship between the Contractor, the Architect or the Owner and the potential subcontractor prior to entering into a subcontract. Contractor shall report to Owner all such disclosures and the Owner shall have the right, in its sole discretion, to reject any such affiliated subcontractor.

§ 5.4 Contingent Assignment of Subcontracts

§ 5.4.1 Each subcontract agreement for any unperformed portion of the Work is assigned by the Contractor to the Owner, provided that

.1 assignment is effective only after termination of the Contract by the Owner for cause or convenience pursuant to Article 14 or abandonment of the Project by the Contractor; and only for those subcontract agreements that the Owner accepts by notifying the Subcontractor and Contractor in writing; and

.2 assignment is subject to the prior rights and obligations of the surety, if any, obligated under bond relating to the Contract; and

.3 the Subcontractor provides bonds as required by law or prime contractors and by Owner.

When the Owner accepts the assignment of a subcontract agreement, the Owner assumes the Contractor's rights and obligations under the subcontract.

§ 5.4.2 Such assignment shall not constitute a waiver by Owner of its rights against Contractor, including, but not limited to, claims for defaults, delays or defects for which a subcontractor or material vendor may also be liable.

§ 5.4.3 Upon assignment to the Owner under this Section 5.4, the Owner may further assign the subcontract to a successor contractor or other entity. Owner shall only be responsible for compensating subcontractors for Work performed or materials furnished from and after the date on which the Owner gives written notice of its acceptance of the subcontract agreement. Owner shall not be responsible for any Work performed or materials furnished by subcontractors prior to the date of Owner's written notice of acceptance.

§ 5.5 NOTICE OF SUBCONTRACTOR DEFAULT

Contractor shall promptly notify Owner and Architect of any material defaults by any Subcontractor or Sub-subcontractor. Notwithstanding any provision contained in Article 5 to the contrary, it is hereby acknowledged and agreed that Owner has in no way agreed, expressly or implicitly, nor will Owner agree, to allow any Subcontractor, Sub-subcontractor or other materialman or worker employed by Contractor the right to obtain a personal judgment or to create a mechanic's or materialman's lien against Owner for the amount due from the Owner or the Contractor.

ARTICLE 6 CONSTRUCTION BY OWNER OR BY SEPARATE CONTRACTORS

§ 6.1 Owner's Right to Perform Construction and to Award Separate Contracts

§ 6.1.1 The term "Separate Contractor(s)" shall mean other contractors retained by the Owner under separate agreements. The Owner reserves the right to perform construction or operations related to the Project with the Owner's own forces, and with Separate Contractors retained under Conditions of the Contract substantially similar to those of this Contract, including those provisions of the Conditions of the Contract related to insurance and waiver of subrogation. The Owner reserves the right to perform other non-Project-related construction work, maintenance and repair work, and school program operations at the site and near the site during the time period of the Work.

§ 6.1.2 When separate contracts are awarded for different portions of the Project or other construction or operations on the site, the term "Contractor" in the Contract Documents in each case shall mean the Contractor who executes each separate Owner-Contractor Agreement.

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§ 6.1.3 The Contractor shall coordinate the activities of the Owner's own forces and of each Separate Contractor with the Work of the Contractor to ensure that the Work remains on schedule. The Contractor shall make any revisions to its construction schedule deemed necessary after a joint review and mutual agreement between the Owner and Contractor. The construction schedules shall then constitute the schedules to be used by the Contractor, Separate Contractors, and the Owner until subsequently revised.

§ 6.2 Contractor's Responsibility

§ 6.2.1 It shall be the responsibility of the Contractor to assist, review, and coordinate the scheduling of work performed by any of the Owner's Separate Contractors. In addition, the Contractor shall be responsible for coordinating and providing all construction administration necessary for the Work and the work of any of Owner's Separate Contractors. The Contractor shall afford the Owner and Separate Contractors reasonable opportunity for site access and introduction and storage or staging of their materials and equipment and performance of their activities and shall connect and coordinate the Contractor's construction and operations with theirs as required by the Contract Documents. Contractor shall be responsible for coordination between Contractor's subcontractors and Owner's Separate Contractors. Contractor shall review Owner's contract with Owner's Separate Contractors and become familiar with the requirements and scope of services contained therein.

§ 6.2.2 If part of the Contractor's Work depends for proper execution or results upon construction or operations by the Owner or a Separate Contractor, the Contractor shall, prior to proceeding with that portion of the Work, promptly notify in writing the Architect and Owner of apparent discrepancies or defects in the construction or operations by the Owner or Separate Contractor that would render it unsuitable for proper execution and results of the Contractor's Work, and shall promptly report in writing to the Architect and Owner if Owner's Separate Contractors fail in any way to timely perform their services or negatively impact Contractor's schedule or ability to perform the Work. Failure of the Contractor to notify in writing the Architect and Owner of apparent discrepancies or defects prior to proceeding with the Work shall constitute an acknowledgment that the Owner's or Separate Contractor's completed or partially completed construction is fit and proper and is performed in a timely manner to receive the Contractor's Work. The Contractor shall not be responsible for latent discrepancies or defects in the construction or operations by the Owner or Separate Contractor.

§ 6.2.3 The Contractor shall reimburse the Owner for costs the Owner incurs that are payable to a Separate Contractor because of the Contractor's delays, improperly timed activities or defective construction.

§ 6.2.3.1 If the Architect is required to provide additional services as provided in the Agreement between the Owner and the Architect, specifically relating to additional compensation for the Architect for evaluating an excessive number of claims submitted by the Contractor or others in connection with the Work in accordance with the Owner's Agreement with the Architect, then such services shall be paid for by the Contractor through the Owner, unless the additional services result from negligence of or an act or omission by the Architect.

§6.2.3.2 If the Architect provides services in connection with a legal proceeding, except when the Architect is a party thereto, and the Owner requests the Architect in writing to provide such services, then the cost of such services shall be paid for by the party whose act or omission was a proximate cause of the problem that led to the requirement to provide such services. Such services shall be paid for by such party through the Owner, who upon receipt of same shall reimburse the Architect.

§ 6.2.3.3 All construction costs resulting from the Contractor's negligence, lack of oversight, inattention to detail, failure to investigate, or failure to follow the Construction Documents or Contract Documents, will be borne by the Contractor.

§ 6.2.4 The Contractor shall promptly remedy damage that the Contractor wrongfully causes to completed or partially completed construction or to property of the Owner or Separate Contractor as provided in Section 10.2.5.

§ 6.2.5 The Owner and each Separate Contractor shall have the same responsibilities for cutting and patching as are described for the Contractor in Section 3.14.

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§ 6.3 Owner's Right to Clean Up

If a dispute arises among the Contractor, Separate Contractors, and the Owner as to the responsibility under their respective contracts for maintaining the premises and surrounding area free from waste materials and rubbish, the Owner may clean up and the Owner will allocate the cost among those responsible.

ARTICLE 7 CHANGES IN THE WORK

§ 7.1 General

§ 7.1.1 Changes in the Work may be accomplished after execution of the Contract, and without invalidating the Contract, by Change Order, Construction Change Directive or order for a minor change in the Work, subject to the limitations stated in this Article 7 and elsewhere in the Contract Documents. A properly prepared written request for a change in the Work by Contractor shall be accompanied by sufficient supporting data and information to permit the Architect to make a recommendation to Owner.

§ 7.1.2 A Change Order shall be based upon agreement among the Owner, Contractor, and Architect. A Construction Change Directive requires agreement by the Owner and Architect and may or may not be agreed to by the Contractor. An order for a minor change in the Work may be issued by the Architect alone.

§ 7.1.3 Changes in the Work shall be performed under applicable provisions of the Contract Documents or Construction Documents. The Contractor shall proceed promptly with changes in the Work, unless otherwise provided in the Change Order, Construction Change Directive, or order for a minor change in the Work. Contractor shall not make any claim for an adjustment to time, Contract Sum or Guaranteed Maximum Price due to: a change in the materials used; a change in the specified manner of constructing and/or installing the Work; or additional labor, services, or materials, beyond that actually required by the terms of the Construction Documents or the Contract Documents, unless made pursuant to a written order or directive from Owner authorizing Contractor to proceed with a change in the Work. No claim for an adjustment to time, Contract Sum or Guaranteed Maximum Price shall be valid unless so ordered or directed.

§ 7.1.4 The total Contractor mark-up for overhead, profit, or fee for work performed by the Contractor's own forces shall not exceed 10% of the cost of the change in the Work. The total Contractor mark-up for overhead, profit or fee for supervision of work performed by subcontractors' forces shall not exceed 4% of the cost of the change in the Work. The total subcontractor mark-up for overhead, profit or fee for work performed by the subcontractor's forces shall not exceed 10% of the cost of the change in the Work. In no event shall total mark-up for overhead, profit or fee in any work which involves a subcontractor or one or more sub-subcontractors, regardless of who performs the work, exceed 14% of the total cost of the change in the Work.

§ 7.1.5 Allowance balances may be used to fund changes in the Work. The Contractor will not be allowed an overhead, profit, or fee mark-up when changes in the Work are funded by one of the Allowances.

§ 7.1.6 If the Contract Sum is $1,000,000.00 or more, or if the Contract Sum is less than $1,000,000.00, and any Change Order, Construction Change Directives, or other Changes in the Work would increase the Contract Sum to $1,000,000.00 or more, the total of all Change Orders, Construction Change Directives, or other Changes in the Work may not increase the Contract Sum by more than 25% of the original Contract Sum. Any Change Order, Construction Change Directive, or other Change in the Work that would exceed that limit is void and of no effect. Texas Education Code § 44.0411.

§ 7.2 Change Orders

§ 7.2.1 A Change Order is a written instrument prepared by the Architect and signed by the Owner, Contractor, and Architect stating their agreement upon all of the following:

- **.1** The change in the Work;
- **.2** The amount of the adjustment, if any, in the Contract Sum or Guaranteed Maximum Price; and
- **.3** The extent of the adjustment, if any, in the Contract Time.

§ 7.2.2 Methods used in determining adjustments to the Contract Sum or Guaranteed Maximum Price may include those listed in Section 7.3.3.

§ 7.2.3 Contractor stipulates that acceptance of a Change Order by the Contractor constitutes full accord and satisfaction for any and all Claims, whether direct or indirect, arising from the subject matter of the Change Order.

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§ 7.2.4 In no event shall a single change, or the aggregate of all changes, result in the total costs, reimbursements and fees exceeding the Contract Sum or the Guaranteed Maximum Price, unless agreed to in writing by Owner prior to the commencement of such modified or changed Work.

§ 7.3 Construction Change Directives

§ 7.3.1 A Construction Change Directive is a written order prepared by the Architect and signed by the Owner and Architect, directing a change in the Work prior to agreement on adjustment, if any, in the Contract Sum, or Guaranteed Maximum Price, or Contract Time, or all of the above. The Owner may by Construction Change Directive, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions, the Contract Sum or Guaranteed Maximum Price and Contract Time being adjusted accordingly.

§ 7.3.2 A Construction Change Directive shall be used in the absence of total agreement on the terms of a Change Order.

§ 7.3.3 If the Construction Change Directive provides for an adjustment to the Contract Sum or Guaranteed Maximum Price, the adjustment shall be based on one of the following methods:

.1 Mutual acceptance of a lump sum properly itemized and supported by sufficient substantiating data to permit evaluation;

.2 Unit prices stated in the Contract Documents or subsequently agreed upon (additional mark-ups for overhead, profit, and fees will not be allowed);

.3 Cost to be determined in a manner agreed upon by the parties and a mutually acceptable fixed or percentage fee, subject to the limitations of subparagraph 7.4.1; or

.4 As provided in Section 7.3.4, subject to the limitations of subparagraph 7.1.4.

§ 7.3.4 If the Contractor does not respond promptly or disagrees with the method for adjustment in the Contract Sum or Guaranteed Maximum Price, then Architect shall determine the adjustment on the basis of the amount by which the Contractor's direct costs have actually been increased over the direct cost of performing the Work without the Change in the Work. Direct costs shall be limited to the following:

.1 Actual costs of labor, including applicable payroll taxes, and workers' compensation insurance;

.2 Actual costs of materials, supplies, and equipment, including cost of transportation used in performing the Change in the Work;

.3 Actual rental costs of machinery and equipment rented from third parties, exclusive of hand tools,;

.4 Actual costs of premiums for all bonds and insurance, and permit fees.

.5 Costs of supervision and field office personnel directly attributable to the change.

The Contractor shall keep and present, in such form as the Architect or Owner may prescribe, an itemized accounting of the items listed above, together with appropriate supporting documentation.

§ 7.3.5 If the Contractor disagrees with the adjustment in the Contract Time, the Contractor may make a Claim in accordance with applicable provisions of Article 15.

§ 7.3.6 Upon receipt of a Construction Change Directive, the Contractor shall promptly proceed with the change in the Work involved and advise the Architect of the Contractor's agreement or disagreement with the method, if any, provided in the Construction Change Directive for determining the proposed adjustment in the Contract Sum or Guaranteed Maximum Price, or Contract Time, provided that, pursuant to Texas Government Code Section 2251.0521, Contractor shall not be required to proceed with additional work nor be responsible for any damages resulting from not proceeding with such work absent a fully-executed Change Order when such Construction Change Directive, either individually or collectively with other Construction Change Directives for which no Change Order has been fully executed, exceeds ten percent (10%) of the Guaranteed Maximum Price or the Contract Sum. No subcontractor shall be required to proceed with additional work nor be responsible for any damages resulting from not proceeding with such work absent a fully-executed Change Order when such Construction Change Directive, either individually or collectively with other Construction Change Directives for which no Change Order has been fully executed, exceeds ten percent (10%) of the subcontractor's contract amount.

§ 7.3.7 A Construction Change Directive signed by the Contractor indicates the Contractor's agreement therewith, including adjustment in Contract Sum or Guaranteed Maximum Price, and Contract Time or the method for determining them. Such agreement shall be effective immediately and shall be recorded as a Change Order.

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§ 7.3.8 The amount of credit to be allowed by the Contractor to the Owner for a deletion or change that results in a net decrease in the Contract Sum shall be actual net cost plus the Contractor's allocated percent of profit and overhead, all as confirmed by the Architect.

§ 7.3.9 Pending final determination of the total cost of a Construction Change Directive to the Owner, the Contractor may request payment for Work completed under the Construction Change Directive in Applications for Payment. The Architect will make an interim determination for purposes of monthly certification for payment for those costs and certify for payment the amount that the Architect determines, in the Architect's professional judgment, to be reasonably justified. The Architect's interim determination of cost shall adjust the Contract Sum on the same basis as a Change Order, subject to the right of either party to disagree and assert a Claim in accordance with Article 15.

§ 7.3.10 When the Owner and Contractor agree with a determination made by the Architect concerning the adjustments in the Contract Sum and Contract Time, or otherwise reach agreement upon the adjustments, such agreement shall be effective immediately and the Architect will prepare a Change Order. Change Orders may be issued for all or any part of a Construction Change Directive.

§ 7.4 Minor Changes in the Work

With prior written notice to the Owner's representative, the Architect may order minor changes in the Work that are consistent with the Contract Documents or Construction Documents and do not involve an adjustment in the Contract Sum or Guaranteed Maximum Price, or an extension of the Contract Time. The Architect's order for minor changes shall be in writing. If the Contractor believes that the proposed minor change in the Work will affect the Contract Sum or Guaranteed Maximum Price, or Contract Time, the Contractor shall notify the Architect and shall not proceed to implement the change in the Work. If the Contractor performs the Work set forth in the Architect's order for a minor change without prior notice to the Architect that such change will affect the Contract Sum or Guaranteed Maximum Price, or Contract Time, the Contractor waives any adjustment to the Contract Sum or Guaranteed Maximum Price, or extension of the Contract Time. The Contractor shall carry out such written orders promptly. Minor changes in the Work shall not include changes that involve the outward appearance of the structure, color schemes, floor plans, building materials, landscaping, or mechanical equipment.

ARTICLE 8 TIME

§ 8.1 Definitions

§ 8.1.1 Unless otherwise provided, Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Final Completion of the Work.

§ 8.1.2 The date of commencement of the Work is the first business day after Contractor's receipt of the written Notice to Proceed. The Notice to Proceed shall not be issued by Architect until the Agreement (or Amendment, if Contractor is a Construction Manager at Risk) has been signed by the Contractor, approved by Owner's Board of Trustees, signed by the Owner's authorized representative, and Owner and Architect have received, and approved as to form, all required payment and performance bonds and insurance, in compliance with Article 11. Issuance of the Notice to Proceed shall not relieve the Contractor of its responsibility to comply with Article 11.

§ 8.1.3 The date of Substantial Completion is the date certified by the Architect in accordance with Section 9.8. The date of Final Completion is the date certified by the Architect in accordance with Paragraph 9.10. Unless otherwise agreed in writing by Owner, Contractor agrees that Final Completion shall occur not more than 30 days after the date of Substantial Completion.

§ 8.1.4 The term "day" as used in the Contract Documents shall mean calendar day unless otherwise specifically defined.

§ 8.2 Progress and Completion

§ 8.2.1 Time limits stated in the Contract Documents are of the essence of the Contract. By executing the Agreement, the Contractor stipulates that the Contract Time is a reasonable period for performing the Work.

§ 8.2.2 The Contractor shall not knowingly, except by agreement or instruction of the Owner in writing, commence the Work prior to the effective date of insurance required to be furnished by the Contractor and Owner.

§ 8.2.3 The Contractor shall proceed expeditiously with adequate forces and shall achieve Substantial and Final Completion within the Contract Time.

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§ 8.2.4 The Contractor is subject to liquidated damages, as specified in the Agreement, if the Work is not completed by the date of Substantial Completion or the date of Final Completion.

§ 8.3 Delays and Extensions of Time

§ 8.3.1 If the Contractor is delayed at any time in the commencement or progress of the Work by (1) an act or neglect of the Owner or Architect, of an employee of either, or of a Separate Contractor; (2) by changes ordered in the Work; (3) by fire, governmental actions, or adverse weather conditions documented in accordance with Section 15.1.6.2; (4) by delay authorized in writing by the Owner; or (5) by other causes that the Contractor asserts, and the Architect and Owner determine, may justify delay, then the Contract Time may be extended for such reasonable time as the Architect and Owner may determine.

§ 8.3.2 Claims relating to time shall be made in accordance with applicable provisions of Article 15.

§ 8.3.3 This Agreement does not permit the recovery of damages, including, without limitation, extended home office overhead expenses, general conditions, or other consequential damages, by the Contractor for delay or disruption or for extensions of time due to bad weather or acts of God. Contractor agrees that the only possible compensation for any delay is an extension of time.

ARTICLE 9 PAYMENTS AND COMPLETION

§ 9.1 Contract Sum

§ 9.1.1 The Contract Sum is stated in the Agreement and, including authorized adjustments, is the total amount payable by the Owner to the Contractor for performance of the Work under the Contract Documents. In the event that the Project is a Construction Management at Risk Project, the Contract Sum shall not exceed the Guaranteed Maximum Price.

§ 9.1.2 If unit prices are stated in the Contract Documents or subsequently agreed upon, and if quantities originally contemplated are materially changed so that application of such unit prices to the actual quantities causes substantial inequity to the Owner or Contractor, the applicable unit prices may be equitably adjusted by prior written agreement.

§ 9.2 Schedule of Values

§ 9.2.1 Where the Contract is based on a stipulated sum or Guaranteed Maximum Price, the Contractor shall submit a schedule of values to the Architect before the first Application for Payment, allocating the entire Contract Sum or in the case of a Guaranteed Maximum Price, within 15 days after establishing the Guaranteed Maximum Price, to the various portions of the Work. The schedule of values shall be prepared in the form, and supported by the data to substantiate its accuracy, required by the Architect. This schedule, unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's Applications for Payment. Any changes to the schedule of values shall be submitted to the Architect and supported by such data to substantiate its accuracy as the Architect may require, and unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's subsequent Applications for Payment. The schedule of values shall be prepared in such a manner that each major item of work, whether done by Contractor's own forces or subcontracted, is shown as a single line item on AIA Documents G702 and G703, Application and Certificate for Payment and Continuation Sheet. If the Contractor is a Construction Manager at Risk, then the Contractor's fee and general conditions shall be specifically shown, and AIA Documents G702CMa and G703 shall be used.

§ 9.2.2 If the project is a Construction Manager at Risk project, in order to facilitate the review of Applications for Payment, the Schedule of Values shall be submitted on AIA Documents G702 and G703, and shall include the following:

.1 Contractor's cost for Contractor's fee (if applicable) bonds and insurance, mobilization, or general conditions, etc. shall be listed as individual line items.

.2 Contractor's costs for various construction items shall be detailed. For example, concrete work shall be subdivided into footings, grade beams, floor slabs, or paving, etc.

.3 On major subcontracts, such as mechanical, electrical and plumbing, the schedule shall indicate line items and amounts in detail (for example: underground, major equipment, fixtures, installation

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fixtures, or start-up, etc.).

.4 Costs for subcontract work shall be listed without any additional mark-up of Contractor's costs for overhead, profit, or supervision.

.5 If payment for stored materials is requested prior to installation, then material and labor shall be listed as separate line items.

.6 Contractor shall provide a report of actual versus projected reimbursable expenses (general conditions), updated monthly.

§ 9.3 Applications for Payment

§ 9.3.1 At least ten days before the date established for each progress payment, the Contractor shall submit to the Architect an itemized Application for Payment prepared in accordance with the schedule of values, if required under Section 9.2, for completed portions of the Work. The application shall be notarized, if required, and supported by all data substantiating the Contractor's right to payment that the Owner or Architect require, such as copies of requisitions, and releases and waivers of liens from Subcontractors and suppliers, and shall reflect retainage.

§ 9.3.1.1 Contractor agrees that, for purposes of Texas Government Code Sections 2251.021 and 2251.042, receipt of the Application for Payment by the Architect shall not be construed as receipt of an invoice by the Owner. Contractor further agrees that Owner's receipt of the Certificate for Payment shall be construed as receipt of an invoice by the Owner, for purposes of Texas Government Code Sections 2251.021 and 2251.042.

§ 9.3.1.2 Applications for Payment shall not include requests for payment for portions of the Work for which the Contractor has not been invoiced by a Subcontractor or supplier, unless Contractor has self-performed the Work.

§ 9.3.1.3 Until Final Completion of the Work, the Owner shall withhold retainage as provided in the Contract Documents, except that Owner shall not pay amounts for which the Architect refuses to certify payment, or the Owner refuses to pay, as provided herein in Section 9.4.3 or 9.5, as amended. The retainage shall be paid with the Final Payment. (*Note: if more than 5% is retained, under Texas law, then the retainage must be placed in an interest-bearing account, and the contractor must be paid the interest earned on the retainage upon completion of the Work. Texas Government Code Section 2252.032*).

§ 9.3.2 Payments will be made on the basis of invoices for specific materials or equipment incorporated in the Work and specific materials or equipment (1) suitably stored at the site or (2) suitably stored at some off-site location, provided the following conditions are met for off-site storage:

.1 The location must be agreed to, in writing, by the Owner and Surety.

.2 The location must be a bonded warehouse.

.3 The Contractor's Surety must agree, in writing, to the amounts included in each Application for Payment.

.4 The Contractor must bear the cost of the Owner's and Architect's expenses related to visiting the off-site storage area and reviewing the stored contents. Contractor acknowledges that Architect's time may be an Additional Service and shall compensate Architect directly for same upon request.

.5 Payment shall not include any charges for overhead or profit on stored materials.

.6 Payments for materials or equipment stored on or off the site shall be conditioned upon submission by the Contractor of bills of sale or such other documentation satisfactory to the Owner to establish the Owner's title to such materials or equipment or otherwise protect the Owner's interest, including applicable insurance (naming the Owner as insured and naming the specific materials or equipment stored and their location) and proof of delivery to the site for those materials and equipment stored off the site. Under no circumstances will the Owner reimburse the Contractor for down payments, deposits, or other advance payments for materials or equipment until the materials or equipment are delivered to Owner's site or the agreed-upon off-site storage. Failure to follow these procedures shall result in nonpayment for storage of or insurance on stored materials and equipment. Failure to follow these

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procedures shall also result in nonpayment of materials and equipment until said materials and equipment are incorporated into the Work.

§ 9.3.3 The Contractor warrants that title to all Work covered by an Application for Payment will pass to the Owner no later than the time of payment. The Contractor further warrants that upon submittal of an Application for Payment all Work for which Certificates for Payment have been previously issued and payments received from the Owner shall, to the best of the Contractor's knowledge, information, and belief, be free and clear of liens, claims, security interests, or encumbrances, in favor of the Contractor, Subcontractors, suppliers, or other persons or entities that provided labor, materials, and equipment relating to the Work. Neither Contractor nor any of its materialmen, laborers or Subcontractors shall have any lien rights against the Owner's lands, building funds, materials or other property. No materialmen, laborers or Subcontractors of the Contractor shall have any enforceable rights against the Owner on this Contract. Materialmen. laborers and Subcontractors of the Contractor may have rights under any Payment Bond provided by the Contractor, but cannot look to the Owner for any help in enforcement of those rights. CONTRACTOR SHALL WAIVE, RELEASE, INDEMNIFY, AND HOLD OWNER HARMLESS FROM ANY LIENS, CLAIMS, SECURITY INTERESTS OR ENCUMBRANCES FILED BY THE CONTRACTOR, SUBCONTRACTORS, OR ANYONE CLAIMING BY, THROUGH, OR UNDER THE CONTRACTOR OR SUBCONTRACTOR FOR ITEMS COVERED BY PAYMENTS MADE BY THE OWNER TO CONTRACTOR.

§ 9.3.4 Contractor shall submit Applications for Payment electronically or, if requested by owner, in writing and in quadruplicate using AIA Documents G702 and G703 Application and Certificate of Payment (or G702CMa, if applicable) and Continuation Sheet. All blanks in the form must be completed and signatures of Contactor and Notary Public must be original on each form. Incomplete or inaccurate Applications for Payment shall be returned to the Contractor by the Architect for completion and/or correction. Owner shall have no responsibility for payment of same if the Application for Payment is incomplete or inaccurate.

§ 9.3.5 By signing each Application for Payment, the Contractor stipulates and certifies to the following: that the information presented is true, correct, accurate and complete; that the Contractor has made the necessary detailed examinations, audits, and arithmetic verifications; that the submitted Work has been completed to the extent represented in the Applications for Payment; that the materials and supplies identified in the Applications for Payment have been purchased, paid for, and received; that the subcontractors have been paid as identified in the Applications for Payment or that Contractor has been invoiced for same; that Contractor has made the necessary on-site inspections to confirm the accuracy of the Applications for Payment; that there are no known mechanics' or materialmen's liens outstanding at the date of the Application for Payment; that all due and payable bills with respect to the Work have been paid to date or are included in the amount requested in the current Payment Application; that, except for such bills not paid but so included, there is no known basis for the filing of any mechanics' or materialmen's liens on the Work; that the Payment Application includes only Work self-performed by Contractor or for which Contractor has been invoiced; and that releases from all Subcontractors and materialmen have been obtained in such form as to constitute an effective release of lien under the laws of the State of Texas covering all Work performed and for which payment has been made by the Owner to the Contractor. Contractor understands that documents submitted to Owner become government documents under the laws of the State of Texas. Contractor further understands that falsification of Contractor's Application for Payment may constitute a violation of the penal laws of the State of Texas, including, but not limited to, Texas Penal Code Sections 32.46, 37.09, and 37.10, and may justify termination of Contractor's Contract with Owner. Contractor further understands and agrees that falsification of documents may entitle Owner to restitution as permitted by Texas law and these Contract Documents.

§ 9.4 Certificates for Payment

§ 9.4.1 The Architect will, within seven days after receipt of the Contractor's Application for Payment carefully evaluate and review the Application for Payment and, when appropriate, return the Application for Payment to the Contractor as provided in Section 9.3.4. If the Application for Payment is complete, then the Architect shall sign and either (1) certify and issue to the Owner a Certificate for Payment in the full amount of the Application for Payment, with a copy to the Contractor; or (2) certify and issue to the Owner a Certificate for Payment for such amount as the Architect determines is properly due, and notify the Contractor and Owner in writing with a detailed statement of the Architect's reasons for withholding certification and disputing in part certification in accordance with Texas Government Code Section 2251.042(2)) and as provided in Section 9.5.1; or (3) withhold certification of the entire Application for Payment, and notify the Contractor and Owner in writing with a detailed statement of the Architect's reason for withholding certification in whole in accordance with Texas Government Code Section 2251.042(a) and as provided in Section 9.5.1.

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Architect's written reasons for withholding certification shall be construed as the notice required by Texas Government Code Section 2251.042 *et seq*. Owner may not withhold from payments more than 110% of the disputed amount. Owner shall provide certifications of payment for any of the Owner's separate consultants or contractors on Architect's prior written request.

§ 9.4.2 The issuance of a Certificate for Payment will constitute a representation by the Architect to the Owner, that the Architect has observed the progress of the Work and determined that, in the Architect's professional opinion, the Work has progressed to the point indicated, and the quality of the Work is in accordance with the Contract Documents. Further, the issuance of the Certificate for Payment will constitute a representation by the Architect to the Owner that the Architect has carefully evaluated and certified that the amounts requested in the Application for Payment are valid and correct. The foregoing representations are subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to results of subsequent tests and inspections, to correction of minor deviations from the Contract Documents prior to completion, and to specific qualifications expressed by the Architect in writing to the Owner. However, the issuance of a Certificate for Payment will not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work; (2) reviewed construction means, methods, techniques, sequences, or procedures; (3) reviewed copies of requisitions received from Subcontractors and suppliers and other data unless requested by the Owner to substantiate the Contractor's right to payment; or (4) made examination to ascertain how or for what purpose the Contractor has used money previously paid on account of the Contract Sum. Examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's accountants or other representatives of the Owner acting in the sole interest of the Owner.

§ 9.4.3 The issuance of a Certificate for Payment shall constitute a recommendation to the Owner regarding the amount to be paid. This recommendation is not binding on the Owner if Owner knows of other reasons under the Contract Documents why payment should be withheld.

§ 9.5 Decisions to Withhold Certification

§ 9.5.1 The Architect may withhold a Certificate for Payment in whole or in part, to the extent reasonably necessary to protect the Owner, if in the Architect's opinion the representations to the Owner required by Section 9.4.2 cannot be made. If the Architect is unable to certify payment in the amount of the Application, the Architect will notify the Contractor and Owner as provided in Section 9.4.1. If the Contractor and Architect cannot agree on a revised amount, the Architect will promptly issue a Certificate for Payment for the amount for which the Architect is able to make such representations to the Owner. The Architect may also withhold a Certificate for Payment or, because of subsequently discovered evidence, may nullify the whole or a part of a Certificate for Payment previously issued, to such extent as may be necessary in the Architect's opinion to protect the Owner from loss for which the Contractor is responsible, including loss resulting from acts and omissions described in Section 3.3.2, because of

- **.1** defective Work not remedied;
- **.2** third party claims filed or reasonable evidence indicating probable filing of such claims, unless security acceptable to the Owner is provided by the Contractor;
- **.3** failure of the Contractor to make payments properly to Subcontractors or suppliers for labor, materials or equipment;
- **.4** reasonable evidence that the Work cannot be completed for the unpaid balance of the Contract Sum;
- **.5** damage to the Owner or a Separate Contractor;
- **.6** reasonable evidence that the Work will not be completed within the Contract Time, and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay;
- **.7** repeated failure to carry out the Work in accordance with the Contract Documents; or
- **.8** failure to submit a written plan indicating action by the Contractor to regain the time schedule for completion of Work within the Contract time.

§ 9.5.2 When the Contractor disputes the Architect's decision regarding a Certificate for Payment under Section 9.5.1, in whole or in part, the Contractor may submit a Claim in accordance with Article 15.

§ 9.5.3 When the reasons for withholding certification are removed, certification will be made for amounts previously withheld.

§ 9.5.4 Notwithstanding any provision contained within this Article, if the Work has not attained Substantial Completion or Final Completion by the required dates, subject to extensions of time allowed under the Contract

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Documents, then Architect may withhold any further Certificate for Payment from Contractor to the extent necessary to preserve sufficient funds to complete the construction of the Project and to cover liquidated damages. The Owner shall not be deemed in default by reason of withholding payment as provided for in Sections 9.3.4, 9.4.3, 9.5.1, or this Section.

§ 9.6 Progress Payments

§ 9.6.1 After the Architect has issued a Certificate for Payment, the Owner shall make payment for undisputed amounts in the manner and within the time provided in the Contract Documents and shall so notify the Architect. Owner shall notify Contractor within 21 days if Owner disputes the Architect's Certificate for Payment pursuant to Texas Government Code Section 2251.042 *et seq*., listing the specific reasons for nonpayment. Payments to the Contractor shall not be construed as releasing the Contractor or its Surety from any obligations under the Contract Documents.

§ 9.6.2 The Contractor shall pay each Subcontractor, no later than seven days after receipt of payment from the Owner, the amount to which the Subcontractor is entitled, reflecting percentages actually retained from payments to the Contractor on account of the Subcontractor's portion of the Work. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to Sub-subcontractors in a similar manner. In compliance with Texas Government Code Section 2251.022, the Contractor shall, within ten (10) days following receipt of payment from the Owner, pay all bills for labor and materials performed and furnished by others in connection with the Work, and shall, if requested, provide the Owner with evidence of such payment. Contractor shall include a provision in each of its subcontracts imposing the same payment obligations on its Subcontractors as are applicable to the Contractor hereunder, and if the Owner so requests, shall provide to the Owner copies of such Subcontractor payments. If the Contractor has failed to make payment promptly to the Contractor's Subcontractors or for materials or labor used in the Work for which the Owner has made payment to the Contractor, then the Owner shall be entitled to withhold payment to the Contractor in part or in whole to the extent necessary to protect the Owner. This Section is subject to the provisions of Texas Business and Commerce Code Chapter 56.

§ 9.6.3 The Architect will, on request, furnish to a Subcontractor, if practicable, information regarding percentages of completion or amounts applied for by the Contractor and action taken thereon by the Architect and Owner on account of portions of the Work done by such Subcontractor.

§ 9.6.4 The Owner has the right to request written evidence from the Contractor that the Contractor has properly paid Subcontractors and suppliers amounts paid by the Owner to the Contractor for subcontracted Work. If the Contractor fails to furnish such evidence within seven days, the Owner shall have the right to contact Subcontractors and suppliers to ascertain whether they have been properly paid. Neither the Owner nor Architect shall have an obligation to pay, or to see to the payment of money to, a Subcontractor or supplier. Any action taken by the Owner to require the Contractor to pay a Subcontractor shall not impose any liability on Owner to the Subcontractor or supplier.

§ 9.6.5 The Contractor's payments to suppliers shall be treated in a manner similar to that provided in Sections 9.6.2, 9.6.3 and 9.6.4.

§ 9.6.6 A Certificate for Payment, a progress payment, or partial or entire use or occupancy of the Project by the Owner shall not constitute acceptance of Work not in accordance with the Contract Documents.

§ 9.6.7 Unless the Contractor provides the Owner with a payment bond in the full penal sum of the Contract Sum, payments received by the Contractor for Work properly performed by Subcontractors or provided by suppliers shall be held by the Contractor for those Subcontractors or suppliers who performed Work or furnished materials, or both, under contract with the Contractor for which payment was made by the Owner. Nothing contained herein shall require money to be placed in a separate account and not commingled with money of the Contractor, create any fiduciary liability or tort liability on the part of the Contractor for breach of trust, or entitle any person or entity to an award of punitive damages against the Contractor for breach of the requirements of this provision. Payments received by the Contractor from the Owner for Work properly performed by Subcontractors, or materials properly provided by suppliers, shall be held in trust by the Contractor for the benefit of those Subcontractors or suppliers who performed Work or furnished materials, or both, under contract with the Contractor. Texas Property Code § 162.001.

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§ 9.6.8 The Contractor shall defend and indemnify the Owner from all loss, liability, damage or expense, including reasonable attorney's fees and litigation expenses, arising out of any lien claim or other claim for payment by any Subcontractor or supplier of any tier. Upon receipt of notice of a lien claim or other claim for payment, the Owner shall notify the Contractor. If approved by the applicable court, when required, the Contractor may substitute a surety bond for the property against which the lien or other claim for payment has been asserted.

§ 9.6.9 Contractor shall not withhold as a retainage a greater percentage from Subcontractors or materialmen than the percentage that Owner withheld as retainage from payments to Contractor.

§ 9.7 Failure of Payment

§ 9.7.1 Pursuant to Texas Government Code Section 2251.051, if the Owner does not pay the Contractor any payment certified by the Architect, which is undisputed, due, and owing after the date the payment is due under the Contract Documents then the Contractor, upon ten (10) additional days' written notice to the Owner and Architect that payment has not been made and the Contractor intends to suspend performance for nonpayment, may stop the Work until payment of the undisputed amount owing has been received. If the Owner provides written notice to the Contractor that: 1) payment has been made; or 2) a bona fide dispute for payment exists, listing the specific reasons for nonpayment, then Contractor shall be liable for damages resulting from suspension of the Work. If a reason specified is that labor, services, or materials provided by the Contractor are not provided in compliance with the Contract Documents, then the Contractor shall be provided a reasonable opportunity to cure the noncompliance or to compensate Owner for any failure to cure the noncompliance. No amount shall be added to the Contract Sum as a result of a dispute between Owner and Contractor unless and until such dispute is resolved in Contractor's favor.

§ 9.7.2 If the Architect does not issue a Certificate for Payment within seven days after receipt of the Contractor's Application for Payment, through no fault of the Contractor, then the Contractor shall provide written notice to the Owner, and the Owner shall have fourteen (14) business days after receipt of such notice to provide or obtain a Certificate for Payment. If Owner fails to provide or obtain the Certificate for Payment, then the Contractor may, upon fourteen (14) additional business days' written notice to the Owner and Architect, stop the Work until payment of the undisputed amount owing has been received.

§ 9.7.3 If the Owner is entitled to reimbursement or payment from the Contractor under or pursuant to the Contract Documents, then such payment shall be made promptly upon demand by the Owner. Notwithstanding anything contained in the Contract Documents to the contrary, if the Contractor fails to promptly make any payment due to Owner, pursuant to the Contract, or if the Owner incurs any costs and expenses to cure any default of the Contractor or to correct defective Work, then the Owner shall have an absolute right to offset such amount against the Contract Sum and, in the Owner's sole discretion and without waiving any other remedies, may elect either to:

.1 deduct an amount equal to that which the Owner is entitled from any payment then or thereafter due to Contractor from the Owner, or

.2 issue a written notice to the Contractor reducing the Contract Sum by an amount equal to that which the Owner is entitled.

§ 9.8 Substantial Completion

§ 9.8.1 Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use; all Project systems included in the Work or designated portion thereof have been successfully tested and are fully operational; all required governmental inspections and certifications required of the Work have been made, approved and posted; designated initial instruction of Owner's personnel in the operation of Project systems has been completed; and all the required finishes set out in the Construction Documents are in place. The only remaining Work shall be minor in nature so that the Owner can occupy the Work or the applicable portion of the Work for all of its intended purposes on that date; and the completion of the Work by the Contractor will not materially interfere with or hamper Owner's normal school operations or other intended use. As a further condition of a determination of Substantial Completion, the Contractor shall certify that all remaining Work shall be completed within 30 days. Contractor shall complete Owner's or the State's Substantial Completion Certificate. The payment certification shall state the date of Substantial Completion, the punch list provided by the Contractor to address all remaining areas of the Project, and all known Owner-accepted non-conforming work. Required certifications of work requested or required by the Owner shall be limited to work required under the Contract Documents.

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§ 9.8.2 When the Contractor considers that the Work, or a portion thereof which the Owner agrees to accept separately, is substantially complete, the Contractor shall prepare and submit to the Architect a comprehensive list of items to be completed or corrected prior to final payment. Failure to include an item on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

§ 9.8.3 Upon receipt of the Contractor's list, the Architect will make an inspection to determine whether the Work or designated portion thereof is substantially complete. If the Architect's inspection discloses any item, whether or not included on the Contractor's list, which is not sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work or designated portion thereof for its intended use, then the Architect shall so notify the Contractor and Owner in writing, and the Contractor shall, before issuance of the Certificate of Substantial Completion, complete or correct such item upon notification by the Architect. In such case, the Contractor shall then submit a request for another inspection by the Architect to determine Substantial Completion. Except with the consent of the Owner, the Architect shall perform no more than five inspections to determine whether the Work or a designated portion thereof has attained Substantial Completion in accordance with the Contract Documents. The Owner shall be entitled to reimbursement from the Contractor for amounts paid to the Architect for any additional inspections.

§ 9.8.4 When the Work or designated portion thereof is substantially complete, the Architect will prepare, sign and issue Owner's Certificate of Substantial Completion that shall establish the date of Substantial Completion; establish responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance; and fix the time within which the Contractor shall finish all items on the list accompanying the Certificate. Warranties required by the Contract Documents shall commence on the date of Final Completion of the Work or designated portion.

§ 9.8.5 The Certificate of Substantial Completion shall be submitted to the Owner and Contractor for their written acceptance of responsibilities assigned to them in the Certificate.

§ 9.9 Partial Occupancy or Use

§ 9.9.1 The Owner may occupy or use any completed or partially completed portion of the Work at any stage when agreed to by the Owner and the Contractor in writing, provided such occupancy or use is consented to by the insurer and authorized by public authorities having jurisdiction over the Project. Such partial occupancy or use may commence whether or not the portion is substantially complete, provided that the Owner and Contractor have accepted in writing the responsibilities assigned to each of them for payments, retainage, if any, security, maintenance, heat, utilities, damage to the Work resulting from such occupancy, use or installation, and property and liability insurance. Consent of the Contractor to partial occupancy or use shall not be unreasonably withheld. The stage of the progress of the Work shall be determined by written agreement between the Owner and Contractor or, if no agreement is reached, by decision of the Architect. Contractor agrees that the Owner may place and install as much equipment and furnishings as is possible before completion or partial completion of portions of the Work.

§ 9.9.2 Immediately prior to such partial occupancy, use, or installation, the Owner, Contractor, and Architect shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

§ 9.9.3 Unless otherwise agreed upon in writing, partial occupancy or use of a portion or portions of the Work or installation of furnishings and equipment shall not constitute acceptance of Work not complying with the requirements of the Contract Documents, nor shall it constitute evidence of Substantial Completion or Final Completion.

§ 9.9.4 In the event that Owner takes partial occupancy or installs furnishings and equipment prior to Substantial Completion of the Project, Contractor shall obtain an endorsement to Contractor's Builder's Risk Policy to provide extended coverage for partial occupancy if Contractor's Builder's Risk Coverage required by Article 11 would not otherwise provide such coverage.

§ 9.10 Final Completion and Final Payment

§ 9.10.1 Upon receipt of the Contractor's written notice that the Work is ready for final inspection and acceptance and upon receipt of a final Application for Payment, the Architect will promptly make such inspection. When the Architect finds the Work acceptable under the Contract Documents and the Contract fully performed, the Architect

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will promptly prepare, sign, and issue Owner's Certificate of Final Completion and a final Certificate for Payment certifying to the Owner that on the basis of the Architect's on-site visits and inspections, the Work has been completed in accordance with the Contract Documents and that the entire balance, including all retainages, found to be due the Contractor and noted in the final Certificate is due and payable. The Architect's final Certificate for Payment will constitute a further representation that conditions listed in Section 9.10.2 as precedent to the Contractor's being entitled to final payment have been fulfilled. Final payments shall be made by the Owner in accordance with Owner's regular schedule for payments.

§ 9.10.2 Neither final payment nor any remaining retained percentage shall become due until the Contractor submits to the Architect (1) using AIA Document G706, an affidavit that payrolls, bills for materials and equipment, and other indebtedness connected with the Work for which the Owner or the Owner's property might be responsible or encumbered (less amounts withheld by Owner) have been paid or otherwise satisfied, (2) evidence satisfactory to Owner that insurance required by the Contract Documents to remain in force after final payment is currently in effect, (3) a written statement that the Contractor knows of no reason that the insurance will not be renewable to cover the period required by the Contract Documents, (4) using AIA Document G707, consent of surety, if any, to final payment, (5) documentation of any special warranties, such as manufacturers' warranties or specific Subcontractor warranties, and (6) except for amounts previously withheld by the Owner, other data establishing payment or satisfaction of obligations, such as AIA Document G706A, notarized subcontractor's lien releases, receipts and releases and waivers of liens, claims, security interests, or encumbrances arising out of the Contract, to the extent and in such form as may be designated by the Owner. If a Subcontractor refuses to furnish a release or waiver required by the Owner, the Contractor may furnish a bond satisfactory to the Owner to indemnify the Owner against such lien, claim, security interest, or encumbrance. If a lien, claim, security interest, or encumbrance remains unsatisfied after payments are made, the Contractor shall refund to the Owner all money that the Owner may be compelled to pay in discharging the lien, claim, security interest, or encumbrance, including all costs and reasonable attorneys' fees. In addition, the following items must be completed and received by the Owner before Final Payment will be due:

.1 Written certifications required by Sections 10.5, 10.6, and 10.7;

.2 Final list of subcontractors (AIA Document G705);

.3 Contractor's certification in Texas Education Agency's Certification of Project Compliance;

.4 Contractor's warranties, organized as required elsewhere in the Contract Documents;

.5 Maintenance and Instruction Manuals;

.6 Owner's Final Completion Certificate; and

.7 As-constructed record drawings". At the completion of the Project, the Contractor shall submit one complete set of "as-constructed" record drawings, with all changes made during construction, including concealed mechanical, electrical, and plumbing items. The Contractor shall submit these as electronic, sepia, or other acceptable medium, in the discretion of the Owner. The "as-constructed" record drawings shall delete the seal of the Architect and/or the Engineer and any reference to those firms providing professional services to the Owner, except for historical or reference purposes.

Documents identified as affidavits must be notarized. All manuals will contain an index listing the information submitted. The index section will be divided and identified by tabbing each section as listed in the index. Upon request, the Architect will furnish the Contractor with blank copies of the forms listed above. Final payment shall be paid by the Owner to the Contractor within thirty (30) days after Owner's Board of Trustees has voted to accept the Work and approve Final Payment. Owner, Architect, Contractor, and prime subcontractors, if applicable, shall certify compliance with all applicable school facility standards required in 19 TAC Section 61.1040 subsections (d) and (g)-(k). 19 TAC Section 61.1040(f).

Per 19 TAC Section 61.1040(6)(f)(C), Contractor shall certify the following:

1. Process certifications. To ensure construction quality and performance of contract terms, the Contractor and prime subcontractors, if applicable, shall certify compliance that the Project has been built in conformance

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with the contract documents.

1. Certifications related to construction quality standards under subsection (j) of 19 TAC Section 61.1040.

To ensure compliance with construction quality standards, the Contractor and prime subcontractors, if applicable, shall certify compliance at the completion of a capital improvement project that the Project has been built in conformance with the contract terms and performance standards specified by the Contract Documents for the Contractor and for any of its subcontractors or subconsultants of any tier, which shall include certification of compliance with any subsequent change order documents approved by the Owner and Architect.

Where a third-party code compliance officer is required by subsection (j) of 19 TAC Section 61.1040 to ensure that a third-party code compliance officer does not find any violations of the provisions of the required construction codes identified in subsection (j)(1) of 19 TAC Section 61.1040 that are not enforced by a state or local authority having jurisdiction, Owner shall require that a third-party code compliance officer issue a third-party certificate of occupancy. Where a local authority having jurisdiction enforces some of the required construction codes, a third-party code compliance officer shall not issue a third-party certificate of occupancy until either the local authority having jurisdiction has issued a certificate of occupancy or the local authority having jurisdiction indicates in writing to the third-party code compliance officer that the local authority having jurisdiction does not issue certificates of occupancy.

Certifications related to safety and security standards under subsection (k) of 19 TAC Section 61.1040. To provide a safe and secure environment, the Contractor and prime subcontractors, if applicable, shall certify compliance that the Project has been built in reasonable accordance with the safety and security directives provided by the school district and reflected in the Contract Documents prepared by the Architect.

Special provisions for a Construction Manager-Agent. For projects that use the construction manager agent contracting method established in Texas Government Code Chapter 2269, Subchapter E, the Construction Manager Agent and each construction prime contractor must provide certification in accordance with clause (i) of 19 TAC Section 61.1040, and each shall certify the scope of work for which they are contractually responsible.

§ 9.10.3 If, after Substantial Completion of the Work, final completion thereof is materially delayed through no fault of the Contractor or by issuance of Change Orders affecting final completion, and the Architect so confirms, the Owner shall, upon application by the Contractor and certification by the Architect, and without terminating the Contract, make payment of the balance due for that portion of the Work fully completed, corrected, and accepted. If the remaining balance for Work not fully completed or corrected is less than retainage stipulated in the Contract Documents, and if bonds have been furnished, the written consent of the surety to payment of the balance due for that portion of the Work fully completed and accepted shall be submitted by the Contractor to the Architect prior to certification of such payment. Such payment shall be made under terms and conditions governing final payment, and it shall not constitute a waiver of Claims.

§ 9.10.4 The making of final payment shall not constitute a waiver of any Claims by the Owner.

§ 9.10.5 Acceptance of final payment by the Contractor, a Subcontractor, or a supplier, shall constitute a waiver of claims by that payee except those previously asserted pursuant to Article 15 and identified by that payee as unsettled at the time of final Application for Payment.

ARTICLE 10 PROTECTION OF PERSONS AND PROPERTY

§ 10.1 Safety Precautions and Programs

The Contractor shall be responsible for initiating, maintaining, and supervising all safety precautions and programs in connection with the performance of the Contract and shall conform to all provisions of the "Manual of Accident Prevention in Construction", published by the Associated General Contractors of America, Inc., latest edition, and the Contractor further agrees to fully comply with all safety standards required by the Occupational Safety and Health Administration ("OSHA") 29 USC Section 651 *et seq.*, and all amendments thereto. However, the Contractor's duties herein shall not relieve any Subcontractor or any other person or entity, including any person or entity required to comply with all applicable federal, state and local laws, rules, regulations, and ordinances, from the obligation to provide for the safety of their employees, persons, and property and their requirements to maintain a work environment free of recognized hazards. Contractor shall provide reasonable fall protection safeguards and provide approved fall protection safety equipment for use by all exposed Contractor employees.

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§ 10.1.1 Contractor's employees, agents, Subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable, shall not perform any service for Owner while under the influence of any amount of alcohol or any illegal controlled substance; or use, possess, distribute, or sell alcoholic beverages while on Owner's premises. No person shall: use, possess, distribute, or sell illegal or nonprescribed controlled drugs or drug paraphernalia; misuse legitimate prescription or over-the-counter drugs; or act in contravention of warnings on medications while performing the Work or while on Owner's premises. Contractor's employees, agents, Subcontractors, or anyone directly or indirectly employed by any of them, shall not distribute or sell alcohol or drugs of any kind to Owner's students or staff, regardless of the location of the distribution or sale.

§ 10.1.2 Contractor will comply with all applicable federal, state, and local drug and alcohol-related laws and regulations (e.g., Department of Transportation regulations, Drug-Free Workplace Act). Contractor has adopted or will adopt its own policy to assure a drug-free and alcohol-free workplace while on Owner's premises or performing the Work. Contractor will remove any of its employees, agents, subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable, from performing the Work any time there is suspicion of alcohol and/or drug use, possession, or impairment involving such person, and at any time an incident occurs where drug or alcohol use could have been a contributing factor. Owner has the right to require Contractor to remove any person from performing the Work any time cause exists to suspect alcohol or drug use. In such cases, the person so removed may only be considered for return to work after the Contractor certifies, as a result of a for-cause test, conducted immediately following removal, that said person was in compliance with this Contract. Contractor will not use any person to perform the Work who fails or refuses to take, or tests positive on, any for-cause alcohol or drug test.

§ 10.1.3 Owner has also banned the presence of all weapons on the Project site, whether or not the owner thereof has a permit for a weapon, and Contractor agrees that Contractor's representatives, employees, agents, and subcontractors will abide by same. Weapons may only be permitted in Owner's parking lots if weapons are locked in personal vehicles in Owner's parking lot.

§ 10.2 Safety of Persons and Property

§ 10.2.1 The Contractor shall take reasonable precautions for safety of, and shall provide reasonable protection to prevent damage, injury, or loss to

- **.1** employees on the Work, school personnel, students, and other persons on Owner's premises, and other persons who may be affected thereby, including the installation of fencing between the Work site and any connecting or adjacent property of Owner, when required by Texas Education Code Section 22.08341;
- **.2** the Work and materials and equipment to be incorporated therein, whether in storage on or off the site, under care, custody, or control of the Contractor, a Subcontractor, or a Sub-subcontractor; and
- **.3** other property at the site or adjacent thereto, such as other buildings, and other contents, fencing, trees, shrubs, lawns, walks, athletic fields, facilities, and tracks, pavements, roadways, structures, and utilities not designated for removal, relocation, or replacement in the course of construction.

§ 10.2.2 The Contractor shall comply with, and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities, bearing on safety of persons or property or their protection from damage, injury, or loss.

§ 10.2.3 The Contractor shall implement, erect, and maintain, as required by existing conditions and performance of the Contract, reasonable safeguards for safety and protection, including installing fencing, posting danger signs and other warnings against hazards; promulgating safety regulations; and notifying the owners and users of adjacent sites and utilities of the safeguards. The Contractor shall also be responsible, at the Contractor's sole cost and expense, for all measures necessary to protect any personal or real property adjacent to the Project and improvements therein. Any damage to such property or improvements shall be promptly repaired by the Contractor.

§ 10.2.4 When use or storage of hazardous materials or equipment, or unusual methods are necessary for execution of the Work, the Contractor shall exercise utmost care and carry on such activities under supervision of properly qualified personnel and shall only conduct such activities after giving reasonable advance written notice of the presence or use of such materials, equipment, or methods to Owner and Architect. The storage of explosives on Owner's property is prohibited. The use of explosive materials on Owner's property is prohibited unless expressly approved in advance in writing by Owner and Architect.

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§ 10.2.5 The Contractor shall promptly remedy damage and loss (other than damage or loss insured under property insurance required by the Contract Documents) to property referred to in Sections 10.2.1.2 and 10.2.1.3 caused in whole or in part by the Contractor, a Subcontractor, a Sub-subcontractor, or anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable and for which the Contractor is responsible under Sections 10.2.1.2 and 10.2.1.3. The foregoing obligations of the Contractor are in addition to the Contractor's obligations under Section 3.18.

§ 10.2.6 The Contractor shall designate a responsible member of the Contractor's organization at the site whose duty shall be the prevention of accidents. This person shall be the Contractor's superintendent unless otherwise designated by the Contractor in writing to the Owner and Architect.

§ 10.2.7 The Contractor shall not load or permit any part of the construction or site to be loaded so as to cause damage or create an unsafe condition.

§ 10.2.8 The Contractor shall do all things reasonably necessary to protect the Owner's premises and all persons from damage and injury when all or a portion of the Work is suspended for any reason.

§ 10.2.9 The Contractor shall promptly report in writing to the Owner and Architect all accidents arising out of or in connection with the Work which cause death, bodily injury, or property damage, giving full details and statements of any witnesses. In addition, if death, serious bodily injuries, or serious property damages are caused, then the accident shall be reported immediately by any means necessary to give actual notice to the Owner's representative and the Architect.

§ 10.2.10 Contractor's obligations under Section 10.2 as to each portion of the Project shall continue until Owner takes possession of and occupies that portion of the Project.

§ 10.2.11 Injury or Damage to Person or Property

If either party to the Contract suffers injury or damage to person or property because of an act or omission of the other party, or of others for whose acts such party is legally responsible, written notice of the injury or damage, whether or not insured, shall be given to the other party within a reasonable time not exceeding 21 days after discovery. The notice shall provide sufficient detail to enable the other party to investigate the matter. Contractor understands and acknowledges that, under Texas law, Owner has sovereign and/or governmental immunity as to all torts except as to the Owner's permitted use or operation of Owner's motor vehicles, subject to any defenses under law.

§ 10.3 Hazardous Materials and Substances

§ 10.3.1 The Contractor is responsible for compliance with any requirements included in the Contract Documents regarding hazardous materials or substances. If the Contractor encounters a hazardous material or substance not addressed in the Contract Documents and if reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Contractor, the Contractor shall, upon recognizing the condition, immediately stop Work in the affected area and notify in writing the Owner and Architect of the condition. In the event the Contractor encounters polychlorinated biphenyl (PCB), and the specifications require the PCB's removal, the Contractor shall remove the PCB and store it in marked containers at the jobsite provided by the Owner. If PCBs are found which are leaking, then Contractor shall stop work on the affected fixture and shall contact Owner for removal and disposal of the leaking PCBs.

§ 10.3.2 Upon receipt of the Contractor's written notice, the Owner shall obtain the services of a licensed laboratory to verify the presence or absence of the material or substance reported by the Contractor and, in the event such material or substance is found to be present, to cause it to be rendered harmless. Unless otherwise required by the Contract Documents, the Owner shall furnish in writing to the Contractor and Architect the names and qualifications of persons or entities who are to perform tests verifying the presence or absence of the material or substance or who are to perform the task of removal or safe containment of the material or substance. The Contractor and the Architect will promptly reply to the Owner in writing stating whether or not either has reasonable objection to the persons or entities proposed by the Owner. If either the Contractor or Architect has an objection to a person or entity proposed by the Owner, the Owner shall propose another to whom the Contractor and the Architect have no reasonable objection. When the material or substance has been rendered harmless, Work in the affected area shall

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resume upon written agreement of the Owner and Contractor. The Contractor may be entitled to an equitable adjustment regarding the Date of Substantial Completion and/or Final Completion.

§ 10.3.3 IF CONTRACTOR IMPORTS HAZARDOUS MATERIALS ONTO THE PROJECT SITE, THEN CONTRACTOR HEREBY INDEMNIFIES AND HOLDS HARMLESS THE OWNER, ITS CONSULTANTS, TRUSTEES, OFFICERS, AGENTS AND EMPLOYEES, AGAINST ANY CLAIMS ARISING OUT OF OR RELATED TO SUCH IMPORTATION, INCLUDING BUT NOT LIMITED TO COSTS AND EXPENSES THE OWNER INCURS FOR REMEDIATION OF A MATERIAL OR SUBSTANCE THE CONTRACTOR BRINGS TO THE SITE, AS PROVIDED FOR IN SUBPARAGRAPH 3.18.

§ 10.3.4 The Owner shall not be responsible under this Section 10.3 for hazardous materials or substances the Contractor brings to the site.

§ 10.4 Emergencies

§ 10.4.1 In an emergency affecting safety of persons or property, the Contractor shall act, at the Contractor's discretion, to prevent threatened damage, injury, or loss.

§ 10.4.2 The performance of the foregoing services by the Contractor shall not relieve the subcontractors of their responsibility for the safety of persons and property and for compliance with all federal, state and local statutes, rules, regulations and orders of any governmental authority applicable to the conduct of the Work.

§ 10.5 ASBESTOS OR ASBESTOS-CONTAINING MATERIALS

§ 10.5.1 Contractor shall submit to the Architect a written certification addressed to the Owner that all materials used in the construction of this Project contain less than 0.10% by weight of asbestos and for which it can be demonstrated that, under reasonably foreseeable job site conditions, will not release asbestos fibers in excess of 0.1 fibers per cubic centimeter. The written certification shall further state that, should asbestos fibers be found at this Project in concentrations greater than 0.1 fibers per cubic centimeter, then Contractor shall be responsible for determining which materials contain asbestos fibers and shall take all necessary corrective action to remove those materials from the Project, at no additional cost to the Owner. The written certification shall be dated, shall reference this specific Project and shall be signed by not less than two (2) officers of the Contractor.

§ 10.5.2 Final Payment shall not be made until this written certification has been received.

§ 10.6 LEAD-FREE MATERIAL IN POTABLE WATER SYSTEM

§ 10.6.1 Prior to payment of retainage and final payment, the Contractor and each subcontractor involved with the potable water system shall furnish a written certification that the potable water system is "lead-free".

§ 10.6.2 The written certification shall further state that should lead be found in the potable water system built under this Project, then Contractor shall be responsible for determining which materials contain lead and shall take all necessary corrective action to remove lead from the Project, at no additional cost to the Owner. The written certification shall be dated, shall reference this specific Project and shall be signed by not less than two (2) officers of the Contractor.

§ 10.7 HAZARDOUS MATERIALS CERTIFICATION

The Contractor shall provide written certification that no materials used in the Work contain lead or asbestos materials in them in excess of amounts allowed by federal, state or local standards, laws, codes, rules and regulations; the Federal Environmental Protection Agency (EPA) standards; and/or the Federal Occupational Safety and Health Administration (OSHA) standards, whichever is most restrictive. The Contractor shall provide this written certification as part of submittals under the Section in the Project Manual related to Contract Closeout.

ARTICLE 11 INSURANCE AND BONDS

§ 11.0.1 No Work will be commenced, and no equipment or materials can be shipped, until all requirements of this Article have been satisfied, satisfactory evidence of insurance has been provided, and all insurance is in full force and effect. Contractor shall notify Owner and Architect in writing of any proposed nonconformity with these requirements and shall notify Owner and Architect in writing of any insurance changes which occur during the terms required under the Contract Documents. Any deviation from these requirements can only be approved by Owner's Board of Trustees. Any nonconformity may be grounds for termination or modification of the Contract. To the extent that Contractor is unable to procure the insurance designated herein because the insurance is not reasonably

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available or is cost-prohibitive, then Contractor shall provide written notice to Owner's Board of Trustees. Said lack of insurance may then be grounds for termination or modification of this Agreement.

§ 11.0.2 Satisfactory evidence of insurance required by this Article shall be provided to Owner and Architect not later than five business days after execution of the Contract by Owner. Satisfactory evidence shall include copies of all required insurance policies, declarations, and endorsements themselves. In addition, Contractor shall also provide a duly-executed ACORD Form 25 Certificate of Liability Insurance naming Owner as a certificate holder and additional insured (except as noted in Section 11.0.4) and attaching all endorsements required herein. The Contractor shall furnish Owner all insurance amendments, renewals, notices, cancellations, and additional endorsements, as they are provided to Contractor.

§ 11.0.3 All insurance required herein shall be obtained from a company licensed to do business in the State of Texas by the Texas Department of Insurance, and shall be underwritten by a company rated not less than "A-" X in A.M. Best's Key Rating Guide, Property-Casualty, according to the latest posted ratings available on A.M. Best's website, www.ambest.com, and that permits waivers of subrogation.

§ 11.0.4 All insurance required herein shall name the Owner, its officers, employees, representatives, or agents, as an additional insured, except Contractor's Worker's Compensation insurance.

§ 11.0.5 All insurance required herein shall, by endorsement, be primary and non-contributory insurance with respect to the Owner, its officers, employees, representatives, or agents. All insurance shall be written on an occurrence basis, if available, and shall contain a waiver of subrogation in favor of Owner as provided for in Section 11.3.

§ 11.0.6 Any failure of Contractor to comply with the reporting provisions of the policies shall not affect the coverage provided to the Owner, its officers, employees, representatives, or agents.

§ 11.0.7 All workers on the Project must be covered by the required insurance policies of the Contractor or a Subcontractor.

§ 11.0.8 Nothing contained in this Article shall limit or waive Contractor's legal or contractual responsibilities to Owner or others.

§ 11.1 OWNER CONTROLLED INSURANCE PROGRAM and Contractor's Bonds

§ 11.1.1 Owner has elected to implement an Owner Controlled Insurance Program ("OCIP") that will provide commercial general liability and excess liability insurance for all Enrolled Contractors (as defined in Exhibit A) providing direct labor to the Project. The OCIP is described in Exhibit A and the OCIP Manual attached hereto and made a part hereof (the "OCIP Manual"). All terms and conditions of Exhibit A and the OCIP Manual will apply during the term of the Agreement and for such period after the term of the Agreement as may otherwise be set forth in Exhibit A or the OCIP Manual.

While the OCIP is intended to provide broad coverages and high limits for Enrolled Contractors, the OCIP is not intended to meet all the insurance needs of such Enrolled Contractors. In addition to any insurance provided by the Owner, Contractor, Enrolled Contractors and all other parties providing work, services or materials for the Project, including, but not limited to, Ineligible Contractors (as defined in Exhibit A) and Eligible Contractors (as defined in Exhibit A) not enrolled in the OCIP, will be responsible for providing certain insurance as specified in Exhibit A. The OCIP Manual will recommend that Eligible Contractors discuss the OCIP with their insurance agents, brokers or consultants to assure that other proper coverages are maintained.

§ 11.1.2 [*Intentionally deleted.*]

§ 11.1.2.1 The Contractor shall furnish separate payment and performance bonds covering faithful performance of the Contract and payment of obligations arising thereunder, each bond to be in a total amount equal to 100% of the Contract Sum or Guaranteed Maximum Price, if the Project is a Construction Manager at Risk project, whichever is applicable. Provided, however, no limitation herein shall limit Contractor's liability under the Contract Documents. Except as provided below, such bond shall be furnished to Owner before any work begins and not later than five business days after execution of the Contract by Owner. (If the Guaranteed Maximum Price is not known at the time that a Construction Manager at Risk contract is awarded, then the sum of the payment and performance bonds must

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each be in an amount equal to the Project budget. The Construction Manager at Risk shall deliver the bonds not later than the tenth day after the date the Construction Manager at Risk executes the Contract, unless the Construction Manager at Risk furnished a bid bond or other financial security acceptable to the Owner to the District to ensure that the Construction Manager will furnish the required payment and performance bonds when the Guaranteed Maximum Price is established.) All bonds shall be issued by a surety company licensed, listed and authorized to issue bonds in the State of Texas by the Texas Department of Insurance, and shall fully comply with Texas Insurance Code Section 3503.001 *et seq*. and Texas Government Code Chapter 2253, or their successors. The surety company shall have a rating of not less than "A-" X according to the latest posted ratings on the A.M. Best website, www.ambest.com. The surety company shall provide, if requested, information on bonding capacity and other projects under coverage and shall provide proof to establish adequate financial capacity for this Project. Should the bond amount be in excess of ten percent (10%) of the surety company's capital and surplus, then the surety company issuing the bond shall certify that the surety company has acquired reinsurance, in a form and amount acceptable to the Owner, to reinsure the portion of the risk that exceeds ten percent (10%) of the surety company's capital and surplus with one or more reinsurers who are duly authorized and admitted to do business in Texas and that amount reinsured by a reinsurer does not exceed ten percent (10%) of the reinsurer's capital and surplus. Contractor shall immediately notify the Owner and Architect in writing if there is any change in: the rating; insolvency or receivership in any State; bankruptcy; right to do business in the State; or status of Contractor's sureties at any time until Final Completion.

§ 11.1.2.2 The Contractor shall deliver copies of the required bonds to the Owner and Architect not later than five business days after execution of the Contract by Owner. All bonds will be reviewed by the Architect for compliance with the Contract Documents. In the event that the Architect has any questions concerning the sufficiency of the bonds, the bonds will be referred to the Owner or the Owner's Representative with Architect's recommendation.

§ 11.1.2.3 All bonds shall be originals. The Contractor shall require the attorney-in-fact who executes the required Bonds on behalf of the Surety to affix thereto a certified and current copy of the power-of-attorney. The name, address, and telephone number of a contact person for the bonding company shall be provided.

§ 11.1.2.4 Bonds shall guarantee the faithful performance of all of the covenants, stipulations, and agreements of the Contract. Bonds shall be signed by an agent, resident in the State of Texas. If at any time during the continuance of the Contract, the Owner determines that the Contractor is unable to complete the Work in accordance with the Contract Documents, any of the Contractor's bonds become insufficient, the surety becomes insolvent, or the surety's rating drops below the required level, then the Owner shall have the right to require from the Contractor additional and sufficient sureties or other security acceptable to the Owner, which the Contractor shall furnish to the satisfaction of the Owner within ten (10) days after notice to do so. These contractual remedies are in addition to all remedies available by law. In default thereof, all payment or money due to the Contractor may be withheld until the Contractor provides additional surety or security.

§ 11.1.3 Upon the request of any person or entity appearing to be a potential beneficiary of bonds covering payment of obligations arising under the Contract, the Contractor shall promptly furnish a copy of the bonds or shall authorize a copy to be furnished.

§ 11.1.4 Notice of Cancellation or Expiration of Contractor's Required Insurance. Within three (3) business days of the date the Contractor knows or should know of an impending or actual cancellation of any insurance required by the Contract Documents, the Contractor shall provide written notice to the Owner of such impending or actual cancellation. Upon receipt of written notice from the Contractor, the Owner shall, unless the lapse in coverage arises from an act or omission of the Owner, have the right to stop the Work until the lapse in coverage has been cured by the procurement of replacement coverage by the Contractor. The furnishing of written notice by the Contractor shall not relieve the Contractor of any contractual obligation to provide any required coverage. At least 30 calendar days prior to the date of expiration of any policy required by Section 11.1, Contractor shall provide Owner written notice of the impending expiration.

§ 11.2 Contractor-Provided Insurance Coverages. For any and all Work under the Agreement, and until completion and final acceptance of the Work, the Contractor and each Subcontractor (of any tier) shall, at its own expense, obtain and maintain the following minimum coverages, written on a primary and noncontributory basis (Contractor has the right to increase these minimum coverages per Subcontract): Workers Compensation and Employer's Liability, Commercial Automobile Liability Insurance, Commercial General Liability Insurance, Excess Liability Insurance (Excluded Contractors and Contractor), Professional Liability Insurance, Crane Liability and

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Riggers Legal Liability, Cyber Liability Insurance, Unmanned Aircraft Liability Insurance, Tools and Equipment Floater Insurance, as applicable and as further explained in Exhibit A.

§ 11.4 Loss of Use and Business Interruption Insurance

The Owner, at the Owner's option, may purchase and maintain insurance that will protect the Owner against loss of use of the Owner's property, or the inability to conduct normal operations, due to fire or other causes of loss.

§11.5 Adjustment and Settlement of Insured Loss

§ 11.5.1 A loss insured under the property insurance required by the Agreement shall be adjusted by the Owner as fiduciary and made payable to the Owner as fiduciary for the insureds, as their interests may appear, subject to requirements of Section 11.5.2. The Owner shall pay the Architect and Contractor their just shares of insurance proceeds received by the Owner, and by appropriate agreements the Architect and Contractor shall make payments to their consultants and Subcontractors in similar manner.

§ 11.5.2 Prior to settlement of an insured loss, the Owner shall notify the Contractor and Architect of the terms of the proposed settlement as well as the proposed allocation of the insurance proceeds. The Contractor and Architect shall have 14 days from receipt of notice to object to the proposed settlement or allocation of the proceeds. If the Contractor and/or the Architect do not object, the Owner shall settle the loss and the Contractor and Architect shall be bound by the settlement and allocation. Upon receipt, the Owner shall deposit the insurance proceeds in a separate account and make the appropriate distributions. Thereafter, if no other agreement is made or the Owner does not terminate the Contract for convenience, the Owner and Contractor shall execute a Change Order for reconstruction of the damaged or destroyed Work in the amount allocated for that purpose. If the Contractor and/or Architect timely object to either the terms of the proposed settlement or the allocation of the proceeds, the Owner may proceed to settle the insured loss, and any dispute between the Owner and Contractor arising out of the settlement or allocation of the proceeds shall be resolved pursuant to Article 15. Pending resolution of any dispute, the Owner may issue a Construction Change Directive for the reconstruction of the damaged or destroyed Work.

ARTICLE 12 UNCOVERING AND CORRECTION OF WORK

§ 12.1 Uncovering of Work

§ 12.1.1 If a portion of the Work is covered contrary to the Architect's or Owner's request or to requirements specifically expressed in the Contract Documents, it must, if requested in writing by the Architect or Owner, be uncovered for the Architect's examination and be replaced at the Contractor's expense without change in the Contract Time.

§ 12.1.2 If a portion of the Work has been covered that the Architect has not specifically requested to examine prior to its being covered, the Architect may request to see such Work and it shall be uncovered by the Contractor. If such Work is in accordance with the Contract Documents, the Contractor shall be entitled to an equitable adjustment to the Contract Sum and Contract Time as may be appropriate. If such Work is not in accordance with the Contract Documents, the costs of uncovering the Work, and the cost of correction, shall be at the Contractor's expense.

§ 12.2 Correction of Work

§ 12.2.1 Before Substantial Completion

The Contractor shall promptly correct Work rejected by the Architect or Work failing to conform to the requirements of the Contract Documents, discovered before Substantial Completion and whether or not fabricated, installed or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for the Architect's services and expenses made necessary thereby, shall be at the Contractor's expense.

§ 12.2.1.1 The Owner may make emergency repairs to the Work or take such other measures necessary under the circumstances, if the Contractor does not promptly respond to a notice of defect or nonconforming Work. Contractor shall be responsible to Owner for this cost if the reason for the repairs is attributable to the Contractor. If payments then or thereafter due to the Contractor are not sufficient to cover such costs, then the Contractor shall pay the difference to the Owner on demand.

§ 12.2.2 After Substantial Completion

§ 12.2.2.1 In addition to the Contractor's obligations under Section 3.5, if, within one year after the date of Substantial Completion of the Work or designated portion thereof, or by terms of any applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the

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Contract Documents, the Contractor shall correct it promptly after receipt of written notice from the Owner to do so, unless the Owner has previously given the Contractor a written acceptance of such condition. The Owner shall give such written notice promptly after discovery of the condition. If the Contractor fails to correct nonconforming Work within a reasonable time during that period after receipt of written notice from the Owner or Architect, the Owner may correct the Work as provided in 12.2.2.1.1. Nothing contained in this Section 12.2 is intended to limit or modify any obligations under the law or under the Contract Documents, including any warranty obligations, expressed or implied.

§ 12.2.2.1.1 If the Contractor fails to perform the corrective Work, then Owner may perform corrective Work, at Contractor's cost. If Owner performs corrective Work, then Owner may also remove nonconforming Work and store the salvageable materials or equipment at Contractor's expense. If the Contractor does not pay all costs incurred by Owner within ten (10) days after written notice, then Owner may, upon ten (10) additional days' written notice, sell the removed materials and equipment in accordance with Owner's policies, and shall account for the proceeds thereof, after deducting costs and damages that should have been borne by the Contractor, including compensation for the Architect's services and expenses made necessary thereby. If such proceeds of sale do not cover costs which the Contractor should have borne, then the Contractor shall pay the difference to the Owner.

§ 12.2.2.2 The one-year period for correction of Work shall be extended with respect to portions of Work first performed after Substantial Completion by the period of time between Substantial Completion and the actual completion of that portion of the Work.

§ 12.2.2.3 The one-year period for correction of Work shall not be extended by corrective Work performed by the Contractor pursuant to this Section 12.2.

§ 12.2.3 The Contractor shall remove from the site portions of the Work that are in accordance with the requirements of the Contract Documents and are neither corrected by the Contractor nor accepted by the Owner, but only as to the corrected Work.

§ 12.2.4 The Contractor shall bear the cost of correcting destroyed or damaged construction by the Owner or Separate Contractors, whether completed or partially completed, caused by the Contractor's correction or removal of Work that is not in accordance with the requirements of the Contract Documents.

§ 12.2.5 Nothing contained in this Section 12.2 shall be construed to establish a period of limitation with respect to other obligations the Contractor has under the Contract Documents. Establishment of the one-year period for correction of Work as described in Section 12.2.2 relates only to the specific obligation of the Contractor to correct the Work, and has no relationship to the time within which the obligation to comply with the Contract Documents may be sought to be enforced, nor to the time within which proceedings may be commenced to establish the Contractor's liability with respect to the Contractor's obligations other than specifically to correct the Work.

§ 12.2.6 Contractor shall replace, repair, or restore any parts of the Project or furniture, fixtures, equipment, or other items placed therein (whether by Owner or any other party) that are destroyed or damaged by any such parts of the Work that do not conform to the requirements of the Contract Documents or by defects in the Work.

§ 12.2.7 The provisions of this Section 12.2 apply to Work done by Subcontractors of the Contractor as well as Work done directly by employees of the Contractor. The provision for this Section 12.2.7 shall not apply to corrective work attributable solely to the acts or omissions of any separate contractor of Owner (unless Contractor is acting in such capacities). The cost to Contractor of performing any of its obligations under this Section 12.2.7 to the extent not covered by insurance shall be borne by Contractor.

§ 12.2.8 If, however, Owner and Contractor deem it inexpedient to require the correction of Work damaged or not done in accordance with the Contract Documents, then an equitable deduction from the Contract Sum shall be made by written agreement between Contractor and Owner. Until such settlement, Owner may withhold such sums as Owner deems just and reasonable from moneys, if any, due Contractor. The settlement shall not be unreasonably delayed by the Owner and the amount of money withheld shall be based on estimated actual cost of the correction to Owner.

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§ 12.3 Acceptance of Nonconforming Work
If the Owner prefers to accept Work that is not in accordance with the requirements of the Contract Documents, the Owner may do so instead of requiring its removal and correction, in which case the Contract Sum will be reduced as appropriate and equitable. Such adjustment shall be effected whether or not final payment has been made.

ARTICLE 13 MISCELLANEOUS PROVISIONS

§ 13.1 Governing Law
The Contract shall be governed by the laws of State of Texas, and any litigation shall be conducted in state district court. Mandatory and exclusive venue for any disputes shall be in the county in which the Project is located.

§ 13.2 Successors and Assigns
§ 13.2.1 The Owner and Contractor respectively bind themselves, their partners, successors, assigns, and legal representatives to the other party hereto and to partners, successors, assigns and legal representatives of such other party in respect to covenants, agreements, and obligations contained in the Contract Documents. Neither party to the Contract shall assign the Contract, in whole or in part, without written consent of the other. If either party attempts to make an assignment without such consent, that party shall nevertheless remain legally responsible for all obligations under the Contract.

§ 13.2.2 The invalidity of any part or provision of the Contract Documents shall not impair or affect in any manner whatsoever the validity, enforceability, or effect of the remainder of the Contact Documents.

§ 13.3 Rights and Remedies
§ 13.3.1 Duties and obligations imposed by the Contract Documents and rights and remedies available thereunder shall be in addition to and not a limitation of duties, obligations, rights, and remedies otherwise imposed or available by law.

§ 13.3.2 No action or failure to act by the Owner or Architect shall constitute a waiver of a right or duty afforded them under the Contract, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed upon in writing.

§ 13.4 Tests and Inspections
§ 13.4.1 Tests, inspections, and approvals of portions of the Work shall be made at appropriate times as required by the Contract Documents and by applicable laws, statutes, ordinances, codes, rules, and regulations or lawful orders of public authorities having jurisdiction. Unless otherwise provided, the Contractor shall make arrangements for such tests, inspections, and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority, and shall bear all related costs of tests, inspections, and approvals which shall be included in the Cost of the Work. Provided, however, per Texas Government Code Chapter 2269, Owner shall bear all costs of construction materials engineering, testing and inspection services, and the verification testing services necessary for acceptance of the facility by the Owner. The Contractor shall give the Architect timely written notice of when and where tests and inspections are to be made so that the Architect may be present for such procedures. The Owner shall directly arrange and pay for tests, inspections, or approvals where building codes or applicable laws or regulations so require.

§ 13.4.2 If the Architect, Owner, or public authorities having jurisdiction determine that portions of the Work require additional testing, inspection, or approval not included under Section 13.4.1, the Owner shall provide or contract for such additional testing, inspection, or approval. Such costs, except as provided in Section 13.4.3, shall be at the Owner's expense. Architect, Owner and Contractor shall cooperate for the timely scheduling of such tests and inspections.

§ 13.4.3 If procedures for testing, inspection, or approval under Sections 13.4.1 and 13.4.2 reveal failure of the portions of the Work to comply with requirements established by the Contract Documents, all costs made necessary by such failure, including, but not limited to, those of repeated procedures and compensation for the Architect's services and expenses, shall be at the Contractor's expense.

§ 13.4.4 Required certificates of testing, inspection, or approval shall, unless otherwise required by the Contract Documents, be secured by the Contractor and promptly delivered to the Architect, with a copy to the Owner.

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§ 13.4.5 If the Architect is to observe tests, inspections, or approvals required by the Contract Documents, the Architect will do so promptly and, where practicable, at the normal place of testing.

§ 13.4.6 Tests or inspections conducted pursuant to the Contract Documents shall be made promptly to avoid unreasonable delay in the Work.

§ 13.5 Interest

Undisputed payments overdue and unpaid under the Contract Documents shall bear interest from the date payment is due at the rate as provided by Texas Government Code Section 2251.025. Any such payment shall be deemed overdue on the thirty-first day after Owner received Architect's invoice or Contractor's completed Application for Payment for the Architect, whichever is later, if Owner's Board of Trustees meets more than once per month. Any such payment shall be deemed overdue on the forty-sixth day after Owner receives Architect's invoice or Contractor's Certificate for Payment from the Architect, if Owner's Board of Trustees meets once a month or less frequently. No interest shall be due on sums properly retained by Owner, except as provided by law, or on disputed sums unpaid by Owner.

§ 13.6 EQUAL OPPORTUNITY IN EMPLOYMENT

§ 13.6.1 The Contractor and the Contractor's Subcontractors shall not discriminate against any employee or applicant for employment because of race, religion, age, disability, sex, or national origin, or any class otherwise protected by District policy or law. The Contractor agrees to post in conspicuous places, available to employees and applicants, notices setting forth the Contractor's nondiscrimination policies.

§ 13.6.2 The Contractor and the Contractor's Subcontractors shall, in all solicitations or advertisements for employees placed by them or on their behalf, state that all qualified applicants will receive consideration for employment without regard to race, religion, age, disability, sex, national origin, or any class otherwise protected by District policy or law.

§ 13.7 RECORDS

§ 13.7.1 Contractor shall at all times through the date of Final Completion, maintain Job Records, including, but not limited to, invoices, Construction Documents, payment records, payroll records, daily reports, diaries, logs, instructions, drawings, receipts, subcontracts, purchase orders, vouchers, memoranda, other financial data and job meeting minutes applicable to the Project, in a manner which maintains the integrity of the documents. Job Records must be retained by Contractor for at least twelve (12) years after the date of Final Completion of the Project. Within 10 days of Owner's request, Contractor shall make such Job Records available for inspection, copying and auditing by the Owner, Architect or their respective representatives, at Owner's central office.

§ 13.7.2 If Contractor is a Construction Manager at Risk, then Contractor shall also maintain, in accordance with the provisions of Section 13.7.1, the following: subcontract files, including proposals of successful and unsuccessful bidders, bid recaps and subcontractor payments; original estimates; estimating work sheets; general ledger entries detailing cash and trade discounts received; insurance rebates and dividends; and any other supporting evidence deemed necessary by the Owner to substantiate charges related to the Contract.

§ 13.7.3 Contractor shall keep a full and detailed financial accounting system and shall exercise such controls as may be necessary for proper financial management under this Contract; the accounting and control systems shall be satisfactory to the Owner and shall be subject to the provisions of Section 13.7.1.

§ 13.7.4 Contractor shall keep all Contract Documents related to the Project, subject to the provisions of Section 13.79.1, provided, however, Contractor shall not destroy said documents until Contractor has confirmed with Owner in writing that Owner has obtained a copy of all as-built drawings.

§ 13.7.5 In the event that an audit by the Owner reveals any errors/overpayments by the Owner, then the Contractor shall refund to the Owner the full amount of such overpayments within thirty (30) days of such audit findings, or the Owner, at its option, reserves the right to deduct such amounts owed to the Owner from any payments due to the Contractor.

§ 13.8 PROPRIETARY INTERESTS AND CONFIDENTIAL INFORMATION

§ 13.8.1 Neither Architect nor Contractor shall use the image or likeness of Owner's Project or Owner's official logo or emblem and any other trademark, service mark, or copyrighted or otherwise protected information of Owner,

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without Owner's prior written consent. Contractor and Architect shall not have any authority to advertise or claim that Owner endorses Architect or Contractor's services, without Owner's prior written consent.

§ 13.8.2 Neither Architect nor Contractor shall disclose any confidential information of Owner which comes into the possession of Architect or Contractor at any time during the Project, including but not limited to: pending real estate purchases, exchange, lease, or value; information related to litigation; the location and deployment of security devices; security access codes; student likenesses; student record information; employee information; or any other information deemed confidential by law.

§ 13.8.3 The parties acknowledge that, as a public entity in the State of Texas, Owner is subject to, and must comply with, the provisions of the Texas Public Information Act, Texas Government Code Section 552.001, *et seq.*, and the Texas Open Meetings Act, Texas Government Code, Section 551.001, *et seq*.

ARTICLE 14 TERMINATION OR SUSPENSION OF THE CONTRACT

§ 14.1 Termination by the Contractor

§ 14.1.1 The Contractor may terminate the Contract if the Work is stopped for a period of ninety (90) consecutive days through no act or fault of the Contractor, a Subcontractor, a Sub-subcontractor, their agents or employees, or any other persons or entities performing portions of the Work, for any of the following reasons:

- **.1** Issuance of an order of a court or other public authority having jurisdiction that requires all Work to be stopped;
- **.2** An act of government, such as a declaration of national emergency, that requires all Work to be stopped; or
- **.3** Because the Architect has not issued a Certificate for Payment and has not notified the Contractor of the reason for withholding certification as provided in Section 9.4.1, or because the Owner has not made payment of undisputed sums due on an approved Certificate for Payment within the time stated in the Contract Documents.

§ 14.1.2 The Contractor may terminate the Contract if, through no act or fault of the Contractor, a Subcontractor, a Sub-subcontractor, their agents or employees, or any other persons or entities performing portions of the Work, repeated suspensions, delays, or interruptions of the entire Work by the Owner as described in Section 14.3, constitute in the aggregate more than 100 percent of the total number of days scheduled for completion, or 120 days in any 365-day period, whichever is less.

§ 14.1.3 If one of the reasons described in Section 14.1.1 or 14.1.2 exists, then, after the applicable time period the Contractor may, upon ten (10) days' written notice to the Owner and Architect, terminate the Contract and recover from the Owner payment for Work executed and for proven unrecoverable loss with respect to materials, equipment, tools, and construction equipment and machinery incurred to the date of termination.

§ 14.1.4 If the Work is stopped for a period of 90 (ninety) consecutive days through no act or fault of the Contractor, a Subcontractor, a Sub-subcontractor, or their agents or employees or any other persons or entities performing portions of the Work because the Owner has repeatedly failed to fulfill the Owner's obligations under the Contract Documents with respect to matters important to the progress of the Work, the Contractor may, upon twenty (20) additional days' written notice to the Owner and the Architect, terminate the Contract and recover from the Owner as provided in Section 14.1.3.

§ 14.2 Termination by the Owner for Cause

§ 14.2.1 The Owner may terminate the Contract if the Contractor

- **.1** repeatedly refuses or fails to supply enough properly skilled workers or proper materials;
- **.2** fails to make payment to Subcontractors or Suppliers in accordance with the respective agreements between the Contractor and the Subcontractors or Suppliers;
- **.3** repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of a public authority;
- **.4** otherwise is guilty of substantial breach of a provision of the Contract Documents;
- **.5** fails to furnish the Owner, upon written request, with assurances satisfactory to the Owner, evidencing the Contractor's ability to complete the Work in compliance with all the requirements of the Contract Documents;
- **.6** engages in serious or repeated worker misconduct in violation of Article 3.3.2;

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.7 engages in conduct that would constitute a violation of state or federal criminal law, including but not limited to, the laws prohibiting certain gifts to public servants, or engages in conduct that would constitute a violation of the Owner's ethics or conflict of interest policies; or

.8 fails to proceed continuously and diligently with the construction and completion of the Work, except as permitted under the Contract Documents.

§ 14.2.2 When any of the reasons described in Section 14.2.1 exist, and subject to any prior rights of the surety, the Owner may, without prejudice to any other rights or remedies of the Owner and after giving the Contractor and the Contractor's surety, if any, seven days' notice, terminate employment of the Contractor and may, subject to any prior rights of the surety:

.1 Exclude the Contractor from the site and take possession of all materials, equipment, tools, and construction equipment and machinery thereon owned by the Contractor;

.2 Accept assignment of subcontracts pursuant to Section 5.4; and

.3 Finish the Work by whatever reasonable method the Owner may deem expedient. Upon written request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

§ 14.2.3 When the Owner terminates the Contract for one of the reasons stated in Section 14.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished. Any further payment shall be limited to amounts earned to the date of termination.

§ 14.2.4 If the costs of finishing the Work, including compensation for the Architects' services and expenses made necessary thereby, and other damages incurred by the Owner and not expressly waived, exceed the unpaid balance of the Contract Sum or Guaranteed Maximum Price, (if the Project is a Construction Manager at Risk project), then the Contractor and/or its Surety shall pay the difference to the Owner. The amount to be paid to the Owner shall be certified by Architect upon application. The obligation for payment shall survive termination of the Contract.

§ 14.2.5 The parties hereby agree that: 1) if an order for relief is entered on behalf of the Contractor, pursuant to Chapter 11 of the U.S. Bankruptcy Code; 2) if any other similar order is entered under any debtor relief laws; 3) if Contractor makes an assignment for the benefit of one or more of its creditors; 4) if a receiver is appointed for the benefit of its creditors; or 5) if a receiver is appointed on account of its insolvency, any such event could impair or frustrate Contractor's performance of the Contract Documents. Accordingly, it is agreed that upon occurrence of any such event, Owner shall be entitled to request of Contractor or its successor in interest adequate assurance of future performance in accordance with the terms and conditions of the Contract Documents. Failure to comply with such request within ten (10) days of delivery of the request shall entitle Owner to terminate the Contract and to the accompanying rights set forth in Subparagraphs 14.2.1 through 14.2.6. In all events, pending receipt of adequate assurance of performance and actual performance in accordance with the Contract Documents, Owner shall be entitled to proceed with the Work with Owner's own forces or with other Contractors on a time and material or other appropriate basis, the cost of which will be charged against the Contract Sum.

§ 14.2.6 As required by Texas Government Code Chapter 2253, if a Performance Bond has been furnished and the Contractor is declared by the Owner to be in default under the Contract, then the Surety shall promptly perform the Work, in full accordance with the plans, specifications and Contract Documents. Unless otherwise agreed in writing between the Surety and the Owner, the Surety shall complete the Work by the Surety entering into a Contract acceptable to Owner, with a Contractor acceptable to Owner, and shall obtain new Payment and Performance Bonds as required by law.

§ 14.3 Suspension by the Owner for Convenience

§ 14.3.1 The Owner may, without cause, order the Contractor in writing to suspend, delay or interrupt the Work, in whole or in part for such period of time as the Owner may determine.

§ 14.3.2 The Contract Sum, Guaranteed Maximum Price, and Contract Time may be adjusted, by mutual written agreement, for increases in the cost and time caused by suspension, delay, or interruption under Section 14.3.1. No adjustment shall be made to the extent

.1 that performance is, was, or would have been, so suspended, delayed, or interrupted, by another cause for which the Contractor is responsible; or

.2 that an equitable adjustment is made or denied under another provision of the Contract.

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§ 14.4 Termination by the Owner for Convenience

§ 14.4.1 The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. Furthermore, if this Contract is a multi-year contract funded through Owner's current general funds that are not bond funds, then the Owner's Board of Trustees has the right to not appropriate adequate monies for the next fiscal year and to terminate this Contract at the end of each fiscal year during the term of the Contract, without the Owner incurring any further liability to Contractor as a result of such termination.

§ 14.4.2 Upon receipt of written notice from the Owner of such termination for the Owner's convenience, the Contractor shall

.1 cease operations as directed by the Owner in the notice;

.2 take actions necessary, or that the Owner may direct, for the protection and preservation of the Work; and

.3 except for Work directed to be performed prior to the effective date of termination stated in the notice, terminate all existing subcontracts and purchase orders and enter into no further subcontracts and purchase orders.

§ 14.4.3 In case of such termination for the Owner's convenience, the Owner shall pay the Contractor for Work properly executed and for proven unrecoverable loss with respect to materials, equipment, tools, and construction equipment and machinery incurred to the date of termination. Such payment shall not cause the Contract Sum, or Guaranteed Maximum Price, if the Project is a Construction Manager at Risk Project, to be exceeded. Such payment shall not include overhead and profit for Work not executed.

§ 14.4.4 Upon determination by a Court of competent jurisdiction that termination of the Contractor pursuant to Section 14.2 was wrongful, such termination will be deemed converted to a termination for convenience pursuant to Section 14.4, and Contractor's remedy for wrongful termination shall be limited to the recovery of the payments permitted for termination for convenience as set forth in Section 14.4.

ARTICLE 15 CLAIMS AND DISPUTES

OF CONTRACTOR§ 15.1 Claims

§ 15.1.1 Definition

A Claim is a demand or assertion by the Contractor seeking, as a matter of right, payment of additional compensation under the Contract Documents, interpretation of the Contract Document terms, a change in the Contract Time, or other relief with respect to the terms of the Contract. The responsibility to substantiate Claims shall rest with the Contractor. This Section 15.1.1 does not require the Owner to file a Claim in order to impose liquidated damages in accordance with the Contract Documents.

§ 15.1.2 Time Limits on Litigation

The Owner and Contractor shall commence all litigation whether in contract, tort, breach of warranty or otherwise, in accordance with the requirements of the dispute resolution method selected in the Agreement and within the period specified by applicable law, but in the case of the Owner, not more than 8 years after the date of Final Completion of the Work, unless extended in accordance with Texas Civil Practice and Remedies Code Section 16.009. The Owner and Contractor waive all causes of action not commenced in accordance with this Section 15.1.2.

§ 15.1.3 Notice of Claims

§ 15.1.3.1 Claims by the Contractor, where the condition giving rise to the Claim is first discovered prior to expiration of the period for correction of the Work set forth in Section 12.2.2, shall be initiated by written notice to the Owner and to the Architect. Claims by Contractor under this Section 15.1.3.1 must be initiated within 21 calendar days after occurrence of the event giving rise to such Claim or within 21 calendar days after the Contractor first knew or should have known the condition giving rise to the Claim, whichever is earlier. Claims must be initiated by written notice titled "Notice of Claim" ("Notice") and sent to the Architect and Owner's designated representatives. The Notice shall clearly set out the specific matter of complaint, and the impact which may occur or have occurred as a result thereof, to the extent that the impact can be assessed at the time of the Notice. If the impact cannot be assessed as of the date of the Notice, then the Notice shall be amended at the earliest date that is reasonably possible. It is imperative that Owner receive timely specific Notice of any potential problem identified by Contractor in order that the problem can be mitigated or resolved promptly. Claims not filed as required by this Section shall be waived.

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§ 15.1.3.2 Claims by the Contractor, where the condition giving rise to the Claim is first discovered after expiration of the period for correction of the Work set forth in Section 12.2.2, shall be initiated by written notice to the other party. In such event, no decision by the Initial Decision Maker is required.

§ 15.1.4 Continuing Contract Performance

§ 15.1.4.1 Pending final resolution of a Claim, except as otherwise agreed in writing or as provided in Section 9.7, as amended, and Article 14, as amended, the Contractor shall proceed diligently with performance of the Contract and the Owner shall continue to make undisputed payments for Work performed in accordance with the Contract Documents.

§ 15.1.5 Claims for Additional Cost or An Increase in the Contract Sum or Guaranteed Maximum Price

If the Contractor wishes to make a Claim for additional cost or an increase in the Contract Sum or Guaranteed Maximum Price, written notice as provided in Section 15.1.3 shall be given to Owner and Architect. Prior notice is not required for Claims relating to an emergency endangering life or property arising under Section 10.4. The Architect will promptly investigate such Claim and report findings and a recommended resolution in writing to the Owner and Contractor. If the Claim is approved by Owner's Board of Trustees, or Owner's representative if provided for herein, then Contractor shall proceed with the execution of the Work that is the subject matter of the Claim. If the Claim is rejected by the Owner, then Contractor may pursue alternative dispute resolution as provided for in the Contract Documents.

§ 15.1.6 Claims for Additional Time

§ 15.1.6.1 If the Contractor wishes to make a Claim for an increase in the Contract Time, notice as provided in Section 15.1.3 shall be given. The Contractor's Claim shall include an estimate of probable effect of delay on progress of the Work. In the case of a continuing delay, only one Claim is necessary.

§ 15.1.6.2 If adverse weather conditions are the basis for a Claim for additional time, such Claim shall be documented by data substantiating that weather conditions were abnormal for the period of time, could not have been reasonably anticipated, and prevented the execution of major items of work on normal working days. "Adverse weather conditions" means unusually severe weather which is beyond the normal weather recorded and expected for the locality and/or the season or seasons of the year. The Contractor shall anticipate and include in the construction schedule rain days due to adverse weather conditions. A rain day is defined as a day when rainfall exceeds one-half (.5) inch during a 24-hour period.

§ 15.1.6.3 Time extensions may be granted for rain days in any month when the cumulative number of rain days during that month exceeds the number scheduled, provided that the rainfall prevented the execution of major items of work on normal working days. No day will be counted as a rain day when substantial Contractor forces are able to perform Work on the Project for more than fifty percent (50%) of the usual workday or when the stage of the Work on the Project is not adversely impacted. The number of rain days shown in the above schedule for the first and last months of the Contract will be prorated in determining the total number of rain days expected during the period of the Contract. No delays or extensions shall be granted for mud conditions.

§ 15.1.6.4 No extension of time shall be made to the Contractor because of hindrances or delays from any cause which is the fault of Contractor or Contractor's Subcontractors or under Contractor's control. Claims for extension of time may only be considered because of rain delays, or because of hindrances or delays which are the fault of Owner and/or under Owner's control, but only to the extent that Substantial Completion of the Project is adjusted beyond the original Substantial Completion date. Only claims for extension of time shall be considered because of hindrances or delays not the fault of either Contractor or Owner, but only to the extent that Substantial Completion of the Project exceeds the Substantial Completion date established for the Work. Board approval shall be required for any extension of time. No damages shall be paid for delays. Contractor shall only be entitled to time extensions per the terms of the Contract Documents.

§ 15.1.6.5 Requests for time extension shall be submitted on a monthly basis and shall specify the time delay, the cause of the delay, and the responsible party for the delay, whether Contractor, Owner, rain day, or other. No claims for damages for delay shall be made by Contractor. Any claim not submitted under the terms of this Section shall be waived.

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§ 15.1.6.6 The Contractor anticipates and include in the construction schedule rain days due to adverse weather conditions in accordance with the rainfall table below. A rain day is defined as a rain day when rainfall exceeds one-half (.5) inch during a 24-hour period The number of rain days expected for each month as follows:

January.....	2.0.....	Calendar.....	Days....	July.....	4.2.....	Calendar Days
February.....	1.1.....	Calendar	Days....	August.....	3..4....	Calendar Days
March.....	1.2.....	Calendar	Days....	September.	3.9	Calendar Days
April.....	1.5	Calendar	Days.....	October.....	2.5.....	Calendar Days
May.....	2.8.....	Calendar	Days.....	November...	1.4...	Calendar Days
June.....	3.6.....	Calendar	Days....	December.	1.....	Calendar Days

§ 15.1.7 Waiver of Claims for Consequential Damages

The Contractor waives all Claims against Owner for consequential damages arising out of or relating to this Contract, including, but not limited to, any amount owed as compensation for the increased cost to perform the Work as a direct result of Owner-caused delays or acceleration. Nothing contained in this Section 15.1.7 shall be deemed to preclude assessment of liquidated damages, when applicable, in accordance with the requirements of the Contract Documents.

§ 15.2 Resolution of Claims and Disputes

§ 15.2.1 Claims by the Contractor against the Owner, including those alleging an error or omission by the Architect, shall be referred initially to the Architect for written recommendation. An initial recommendation by the Architect shall be required as a condition precedent to mediation or litigation of all Claims by the Contractor arising prior to the date final payment is due, unless 30 days have passed after the Claim has been referred to the Architect with no recommendation having been rendered by the Architect.

§ 15.2.2 The Architect shall review Claims and within ten days of the receipt of the Claim take one of the following actions: (1) request additional supporting data from the Contractor, or (2) make a written recommendation to the Owner, with a copy to the Contractor.

§ 15.2.3 In evaluating Claims, Architect may, but shall not be obligated to, consult with or seek information from either party or from persons with special knowledge or expertise who may assist the Architect in making a written recommendation.

§ 15.2.4 If the Architect requests a party to provide a response to a Claim or to furnish additional supporting data, such party shall respond, within ten days after receipt of the request, and shall either (1) provide a response on the requested supporting data, (2) advise the Architect when the response or supporting data will be furnished, or (3) advise the Architect that no supporting data will be furnished. Upon receipt of the response or supporting data, if any, the Architect will either reject or approve the Claim in whole or in part.

§ 15.2.5 Following receipt of the Architect's written recommendation regarding a Claim, the Owner and Contractor shall attempt to reach agreement as to any adjustment to the Contract Sum or Guaranteed Maximum Price and/or Contract Time. If no agreement can be reached, then either party may request mediation of the dispute pursuant to Section 15.3.

§ 15.2.6 Upon receipt of a Claim against the Contractor or at any time thereafter, the Architect or the Owner may, but is not obligated to, notify the surety, if any, of the nature and amount of the Claim. If the Claim relates to a possibility of a Contractor's default, the Architect or the Owner may, but is not obligated to, notify the surety and request the surety's assistance in resolving the controversy.

§ 15.3 Alternative Dispute Resolution

§ 15.3.1 Any Claim arising out of or related to the Contract, except Claims relating to aesthetic effect and except those waived under the terms of the Contract Documents, shall, after written recommendation by the Architect or 30 days after submission of the Claim to the Architect, be subject to mediation at the request of either party. Owner and Contractor expressly agree that mediation shall be a condition precedent to the initiation of any litigation arising out of such Claims. Claims for injunctive relief shall not be subject to this Section.

§ 15.3.2 The parties shall endeavor to resolve their Claims by mediation. Requests for mediation shall be filed in writing with the other party to the Contract. Mediation shall be subject to and in accordance with Chapter 154 of the

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Texas Civil Practice & Remedies Code. Mediation shall be conducted by a mutually-agreed-upon mediator. In the event that the parties are unable to agree on a mediator, then the parties shall jointly request the appointment of a neutral mediator by a District Judge in the county in which the Project is located.

§ 15.3.3 The parties shall share the mediator's fee equally and, if any filing fee is required, shall share said fee equally. Mediation shall be held within the county where the Owner's main administrative office is located, unless another location is mutually agreed upon by the parties. Agreements reached in mediation shall be reduced to writing, considered for approval by the Owner's Board of Trustees, signed by the parties if approved by the Board of Trustees, and, if signed, shall thereafter be enforceable as provided by the laws of the State of Texas.

§ 15.4 No Arbitration

§ 15.4.1 Notwithstanding anything to the contrary in the Contract Documents or in any document forming a part hereof, there shall be NO mandatory arbitration for any dispute arising hereunder.

§15.5 Contractor stipulates that Owner is a political subdivision of the State of Texas, and, as such, enjoys immunities from suit and liability provided by the Constitution and laws of the State of Texas. By entering into this Agreement, Owner does not waive any of its immunities from suit and/or liability, except as otherwise specifically provided herein and as specifically authorized by law.

§15.6 In any adjudication under this Agreement, reasonable and necessary attorneys' fees may be awarded to the prevailing party.

EXECUTED this 16th day of September 2025.

_____

OWNER:
Dr Keeley Boyer
Title: Superintendent
Ector County Independent School District

_____

CONTRACTOR:
Bryan Walters
Title: Senior PM
Henthorn Commercial Construction, LLC

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Ector County Independent School District

Owner Controlled Insurance Program (OCIP)

Project: **Ag Farm Facility**

Project #: **20024**

IMPORTANT: When enrolling online insert project number above as project code!!

PRESENTED BY:
Arthur J. Gallagher Risk Management Services, LLC.

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An Introduction to the OCIP Program

OCIP stands for Owner Controlled Insurance Program. It provides Commercial General Liability and Excess Liability coverage for **Ector County Independent School District (Owner), Henthorn Commercial Construction, LLC (General Contractor),** and all enrolled subcontractors of any tier while working on this project.

MAJOR BENEFITS:

- Uniformity of coverage terms and conditions
- Insurance costs will not increase for subcontractors, or General Contractor during the project
- Reduces coverage disputes, litigation and subrogation
- Immediate Insurer response for subcontractors' accidents
- One Insurer for all completed operations claims
- Project Specific Limits of Liability

COVERAGE PROVIDED:

The OCIP basic program provides $**27,000,000** of liability limits during construction, and a separate $**27,000,000** completed operations limit per the state statute of repose. The aggregate limits will reinstate at 12 months into the project. In addition to the General Liability and Excess OCIP, the Owner **may** provide Contractors' Pollution Liability coverage for the project, and will provide the Builders' Risk coverage.

GENERAL CONTRACTOR AND SUBCONTRACTOR ENROLLMENT:

General Contractor and all subcontractors and lower tier subcontractors MUST enroll online through the Gallagher Contractor Portal http://ajg.vuewrapup.com/contractorportal. General Contractor and subcontractor will receive a Certificate of Insurance listing them as a Named Insured and specifying the job name and **Owner** project number.

This program is mandatory for General Contractor and all subcontractors of any tier. However, the following trades are not allowed to be enrolled in the wrap up: geotechnical engineers, environmental remediation contractors, material or product suppliers or manufacturers. Failure to comply with enrollment requirement may result in a 2% charge against your contract value until compliant.

GENERAL CONTRACTOR / SUBCONTRACTOR BID DEDUCTION:

General Contractor and Subcontractors will exclude in their bids their normal costs of insurance for general liability and excess liability. Change Orders are also to be processed without the cost of the same insurance coverages.

DEDUCTIBLE CHARGE FOR LOSSES:

General Contractor shall be responsible for the first $25,000 of any General Liability, Pollution or Builders' Risk losses within the deductible amount for such insurance to the extent such loss results from the fault or negligence of the General Contractor, a subcontractor of any tier, or someone for whom either may be responsible.

SUBCONTRACTOR OFF-SITE COVERAGE:

General Contractor will still require Certificates of Insurance for Workers' Compensation, Automobile, and off-site General Liability coverages as well as any other insurance requirements as outlined by subcontract.

SUBCONTRACTOR EXCESS LIMITS:

General Contractor and each insured subcontractor should discuss this program with its own insurance advisor to see if additional coverages are recommended. Any such additional coverage will be at the subcontractors' own expense. Should **Owner** purchase additional limits of liability for any specific project, those will be disclosed.

DISCLAIMER - This is a summary of the OCIP Program only. It does not change, alter or modify the policy terms and conditions in any way. Actual policy forms and Endorsements are available upon request.

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Insurance Coverages

The Owner provides the following Owner Controlled Insurance Program ("OCIP") to all enrolled parties under the program. Policy copies are available upon request.

A. COMMERCIAL GENERAL LIABILITY INSURANCE:

(Excluding Workers' Compensation, Automobile, Professional, and Pollution Liability) applying to all Insureds jointly with the following Bodily Injury and Property Damage combined limits:

Limits	
$2,000,000	Each Occurrence
$2,000,000	Personal and Advertising Liability
$4,000,000	General Aggregate
$4,000,000	Products and Completed Operations Aggregate
$300,000	Damages to Premises Rented to You
$10,000	Medical Expense

B. EXCESS LIABILITY INSURANCE:

Limits	
$25,000,000	Each Occurrence
$25,000,000	General Aggregate
$25,000,000	Products and Completed Operations Aggregate

C. GENERAL LIABILITY DEDUCTIBLE PARTICIPATION:

General Contractor shall be responsible for a deductible charge up to $25,000 per occurrence resulting from any General Liability losses to the extent such loss results from the fault or neglect of the General Contractor, a subcontractor of any tier, or someone for whom either may be responsible. It is your responsibility to familiarize yourself with the requirements and responsibilities associated with losses and the assessment of deductibles associated with losses under this program.

D. DEFENSE COSTS:

Defense costs are in addition to the limits of liability.

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E. KNOWN EXCLUSIONS/ENDORSEMENTS:

- Nuclear Energy Liability Exclusion
- Silica Exclusion
- Lead Exclusion
- Asbestos Exclusion Endorsement
- Contractors Professional Liability Exclusion (Means and Methods Exception)
- EIFS Exclusion

F. PROJECT TERM

10/1/25 to 7/20/26 plus completed operations tail, based on the state statue of repose from substantial completion, but in no event starting later than issuance of a Notice to proceed and ceasing upon substantial completion.

G. EXTRACTION CALCULATION:

General Contractor and Subcontractors will **exclude** in their bids their normal costs of insurance for general liability, and excess liability. Change Orders are also to be processed without the cost of your General Liability and Excess Liability coverages.

General Contractor and Subcontractor agrees that Owner has the right to audit Subcontractor's relevant financial records to verify Subcontractor's compliance with this section.

The coverages under this program do not include all insurance needed by the General Contractor and Subcontractor and its Subcontractors of any tier. For example, General Liability and Excess coverages apply only to the operations of and for each Insured at the Project Site. They do not apply to the operations of any Insured in their regularly established main or branch office, factory, warehouse, or similar place. Independent Truckers/Haulers will not be Insureds under the Program.

This summary is not intended to amend or alter any provisions of the actual insurance policies. If a conflict should occur, the insurance policies shall govern. Actual policy copies will be provided upon written request.

Program Eligibility

General Contractor and all qualified subcontractors of any tier whose employees perform actual on-site labor are required to participate in **Ector County Independent School District** OCIP and follow through with the enrollment and participant responsibilities as noted throughout this Manual.

COVERAGE TRIGGER

Coverage will begin the date you begin work at the site and is contingent on completing the OCIP Enrollment Online through the Gallagher Contractor Portal at http://ajg.vuewrapup.com/contractorportal . Once your enrollment has been completed you will receive a Certificate of Insurance confirming the coverage from Arthur J. Gallagher Risk Management Services, LLC. It is your responsibility to complete and satisfy all enrollment requirements before you begin work on the project. Failure to supply all requested insurance documents, may result in a flat 2% charge against your entire contract amount. You are also responsible for ensuring that any lower tier subcontractors you hire complete the Online Enrollment before they begin their work at the project site. If you or your lower tier subcontractors have NOT completed the Online Enrollment process and have NOT received confirmation of enrollment from Arthur J. Gallagher Risk Management Services, LLC., no coverages will be afforded, and you will not be permitted on site.

INELIGIBLE PARTIES

Subcontractors who present an exceptionally hazardous exposure or risk to the job site may not be eligible to participate, at **Owner** discretion. It is your responsibility to contact Gallagher and confirm your eligibility before you begin work on the project.

Not everyone will be a participant. For example, the following are ineligible for the program: Subcontractors of any tier that are:

- Architects
- Engineers
- Consultants
- Vendors
- Suppliers
- Surveyors
- Security Companies
- Material dealers,
- Off-site fabricators with no on-site installation
- Others who merely transport, pick up, deliver or carry materials, personnel, parts or equipment or any other items or persons to or from the project site
- Hazardous material / abatement, or asbestos abatement contractors

If you are uncertain whether your firm will be a participant in this program, or wish confirmation of your eligibility, please contact the administrator at Arthur J. Gallagher Risk Management Services, LLC. Contact information can be found on the personnel page at the end of the manual.

Owner and General Contractor will coordinate the program at the project site. Arthur J. Gallagher Risk Management Services, LLC. will be administering the program from their offices. A complete contact list is in the back of this Manual.

Enrollment Responsibilities Flow Chart

#	Action Item	Responsibility
1	Distribute Manual to prospective bidders or subcontractors.	General Contractor
2	Send Manual to your Insurance Agent/Broker for assistance, if necessary, in completing the Online Enrollment.	Subcontractor
3	Distribute Manual to prospective lower tier bidders/ subcontractors.	Subcontractor
4	Complete Online Enrollment	Subcontractor and Lower-tier Subcontractor
5	Send Insurance Certificate to **General Contractor** in accordance with the Insurance Requirements of the Subcontract Agreement	Subcontractor and Lower-tier Subcontractor
6	Confirm all site subcontractors' and/or lower-tier subcontractor(s) enrollment in program. Gallagher will issue written confirmation.	Gallagher
7	Certificate of Insurance and policy copies issued to participant.	Gallagher
8	Advise your Insurance Agent/Broker of insurance coverages provided by **Owner** so that proper notice can be made to your current insurers.	Subcontractor Lower-tier Subcontractor

General Responsibilities

Please note that the coverages provided by **Owner** are designated to cover you only while you are actively engaged in construction activities at the **Ag Farm Facility** project site. During the life of the Project, all OCIP Participants are required to comply with each and all of the requirements in their Project contract(s), whether with Owner or with General Contractor, including, but not limited to, maintaining and compliance with the following:

1. Statutory Workers' Compensation Insurance and $1,000,000 Employers' Liability for on & off-site operations, warranty and call-back work.
2. General Liability Insurance for off-site operations. The required limits are not less than $2,000,000 per occurrence and in the aggregate.
3. Follow-Form Excess or Umbrella Liability Insurance for off-site operations with limits not less than $5,000,000 per occurrence above the primary General Liability limits.
4. Automobile Liability Insurance with limits not less than $1,000,000 combined single limit covering all owned, non- owned and hired automobiles.
5. Professional Liability - If the Work requires design and/or design-assist services, General Contractor shall obtain and maintain (or require its Subcontractors responsible for performing such design and/or design-assist services to obtain and maintain), Professional Liability (errors and omissions) insurance for all professional services provided. This Professional Liability insurance shall include full prior acts coverage sufficient to cover the services under the Agreement, the limits of which shall be not less than Five Million Dollars ($5,000,000) Per Claim / Aggregate , for General Contractor, and for Subcontractors One Million Dollars ($1,000,000) Per Claim / Aggregate, written on a claims-made basis with a deductible or self-insured retention amount not greater than One Hundred Thousand Dollars ($100,000), including, without limitation, coverage of contractual liability. Professional Liability insurance is to be maintained during the term of the Agreement and for the statute of repose from substantial completion.
6. The Subcontractor of any tier shall require their respective vendors, suppliers, off-site fabricators, material dealers, truckers, drivers and others who merely transport, pick-up, deliver or carry materials, personnel, parts or equipment to or from the project site to maintain insurance in the form and with the limits as specified per contractual insurance requirements.
7. Comply with all insurance, claims reporting, safety procedures and any other duties and responsibilities outlined in your subcontract agreement with General Contractor.
8. Notify General Contractor and OCIP Administrator of all sub tier contracts awarded, and include OCIP provisions in all contracts with sub tier contractor.
9. OCIP Participant must secure all required coverages with a minimum carrier rating of A-, VIII or better by A.M. Best, and submit Certificates of Insurance evidencing coverage, including Additional Insured and Waiver of Subrogation endorsements where required.

The Insurance Manual outlines in detail the required coverages for all participants. It is important to review this document and supply the required Certificate of Insurance prior to the start of work. Please reference your contract for a listing of the additional insureds. If you have questions regarding any of the required insurance please feel free to contact the project manager at **Henthorn Commercial Construction, LLC** Contact information can be found on the personnel page at the end of the manual.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YY): MM/DD/YY

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Broker Name	
FOR ENROLLED SUBCONTRACTORS IN CCIP Subcontractor Broker Information Including email and/or phone number	PHONE (A/C, No, Ext): Broker Phone #	FAX (A/C, No):
	E-MAIL ADDRESS: Broker Email Address	

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Subcontractor Name (as it appears on contract) Subcontractor Address	INSURER A: GL Carrier	
	INSURER B: **Auto Liability Carrier**	
	INSURER C: **Umbrella / Excess Liability Carrier**	
	INSURER D: **WC/EL Carrier**	
	INSURER E: **Other Carrier**	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THEI NSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	**GENERAL LIABILITY** X COMMERCIAL GENERAL LIABILITY CLAIMS MADE | X | OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO JECT LOC	X	X	ABC **For Off-site Activities**	X	X	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS-COMP/OF AGG	$1,000,000 $ 100,000 $ $1,000,000 $2,000,000 $2,000,000
B	**AUTOMOBILE LIABILITY** X ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS HIRED AUTOS NON-OWNED AUTOS	X	X	XYZ	X	X	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (PER ACCIDENT)	$1,000,000 $ $ $
C	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** CLAIMS-MADE DED RETENTION $	X	X	LMN	X	X	EACH OCCURRENCE AGGREGATE	$ limits vary $ by contract size
D	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N/A **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below		X	XYX	X	X	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE – EA EMPLOYEE E.L. DISEASE – POLICY LIMIT	 $1,000,000 $1,000,000 $1,000,000
E	Professional Liability	X	X	12ABC	X	X	$1,000,000 EACH OCCURRENCE & AGGREGATE	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Project Number: 20024 Project Name: Ag Farm Facility As respects, general liability, auto liability, umbrella/excess liability (professional and pollution liability applicable), **Ector County Independent School District and Midland Independent School District** are included as Additional Insureds on a primary, non-contributory basis per form CG 2010 1185 or its equivalent, attached, to the Subcontractor's policies shown above with respect to any liability of the Additional Insured's arising out of or resulting from the Subcontractor's operations performed for the Certificate Holder, including but not limited to liability of Additional Insureds' for the general supervision of such operations. Waiver of Subrogation endorsements are attached. Umbrella/ Excess Liability follows the general liability, auto liability and employers' liability. WC Statutory coverage applies to the following states: TX

SAMPLE

CERTIFICATE HOLDER

Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Signature of Authorized Representative

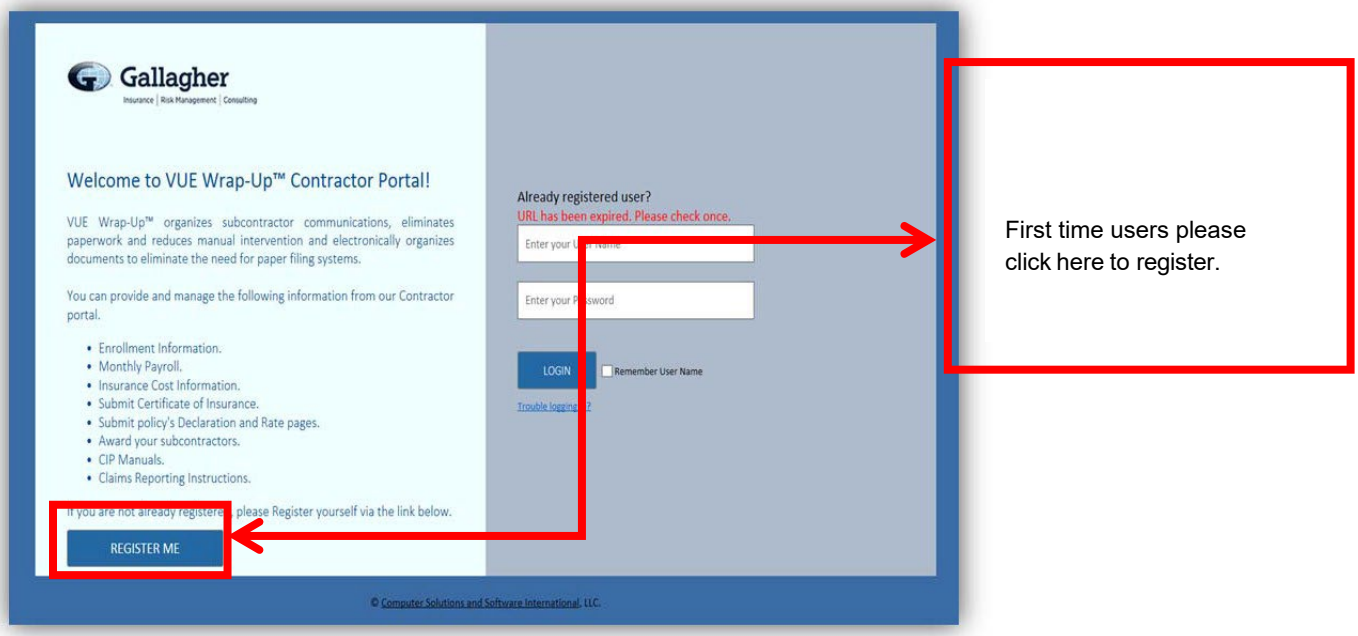
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Online Enrollment Instructions – AJG/VUE Online Portal

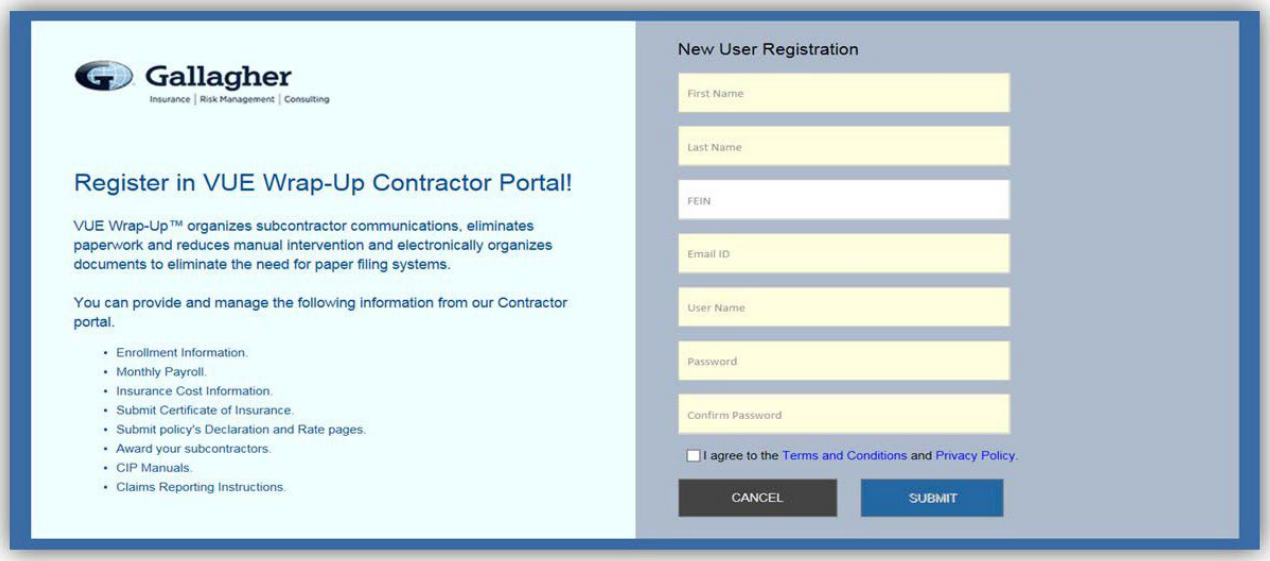
To start please open your internet browser and go to the AJG Wrap-up Management Portal URL (https://ajg.vuewrapup.com/contractorportal). This will open the portal login screen.

Step 1: Registering and Logging In

Click the **Register Me** link at the bottom right-hand corner of the login box. **If you are already registered, proceed to Step C.**



A. Fill in the form with your first name, last name, email ID (email address) and enter the user ID you would like to use. Your user ID can be any name or phase you will easily remember, such as your first initial and last name (preferred), your company name, or your email address. Password must contain letters, numbers and symbols. All fields are required.

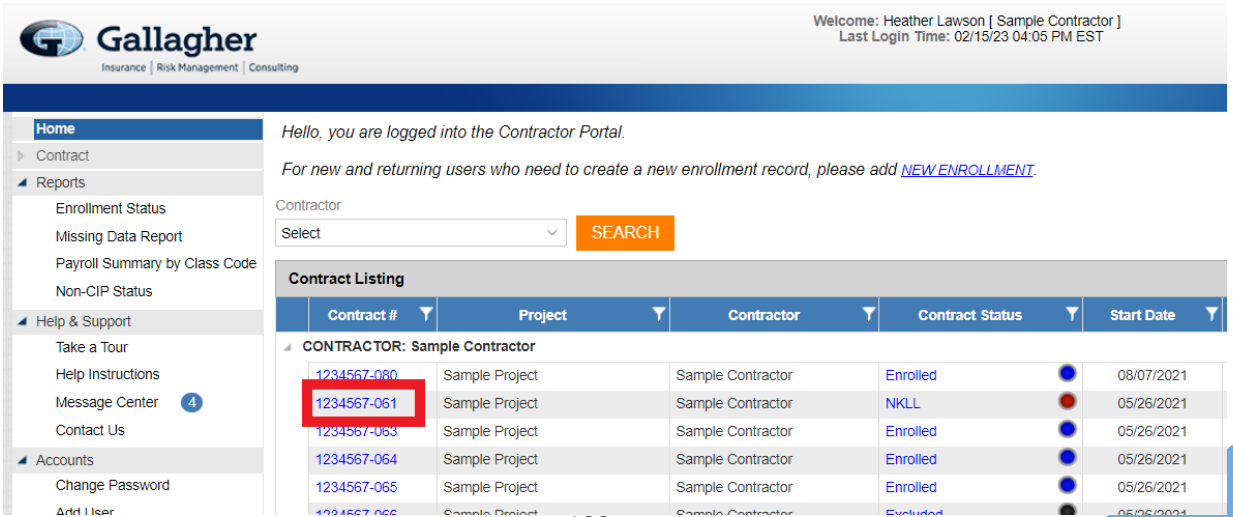


B. When your registration has been completed successfully, you will see the message "User ID and Password are created". Please click here to login to "Contractor Portal". Click the link to be redirected to the login page where you can login to the portal to complete your enrollment. You will also receive an email with your User ID and Password for your records.

C. Use your provided or created User ID and Password to login. If any error messages appear, contact your AJG Wrap-up Administrator.

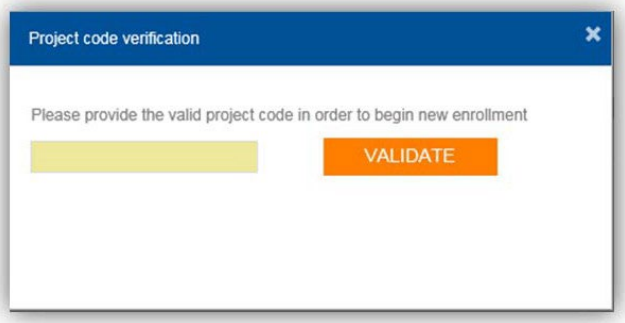
Step 2: Accessing Existing Enrollment or Adding a New Enrollment

A. If your incomplete enrollment already has a contract in the system, you may be required to fill in the missing details. Your contract can be selected by clicking on the contract number hyperlink in the Contract # column.



B. If you do not see a contract for the specific project you are enrolling in, click the “New Enrollment” button.

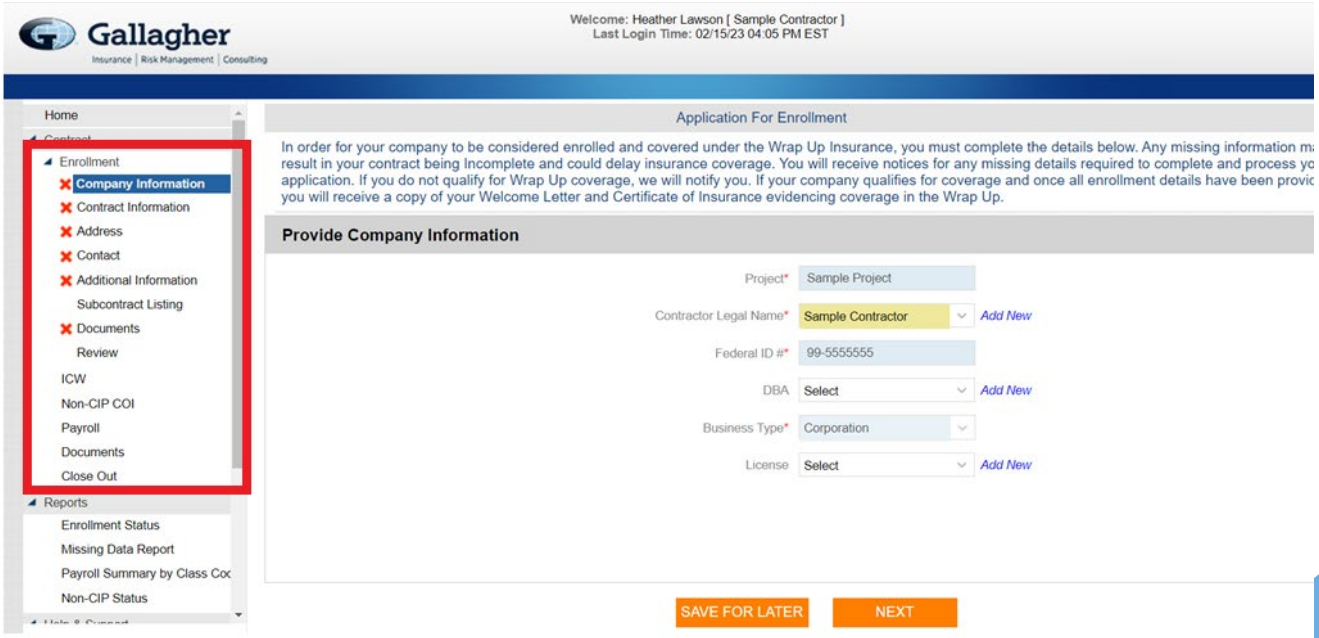
C. When the user clicks on the New Enrollment link, a pop up screen will open as shown below. Users should provide the Project Code as listed in their Wrap Up manual or provided by their Wrap Up Administrator.



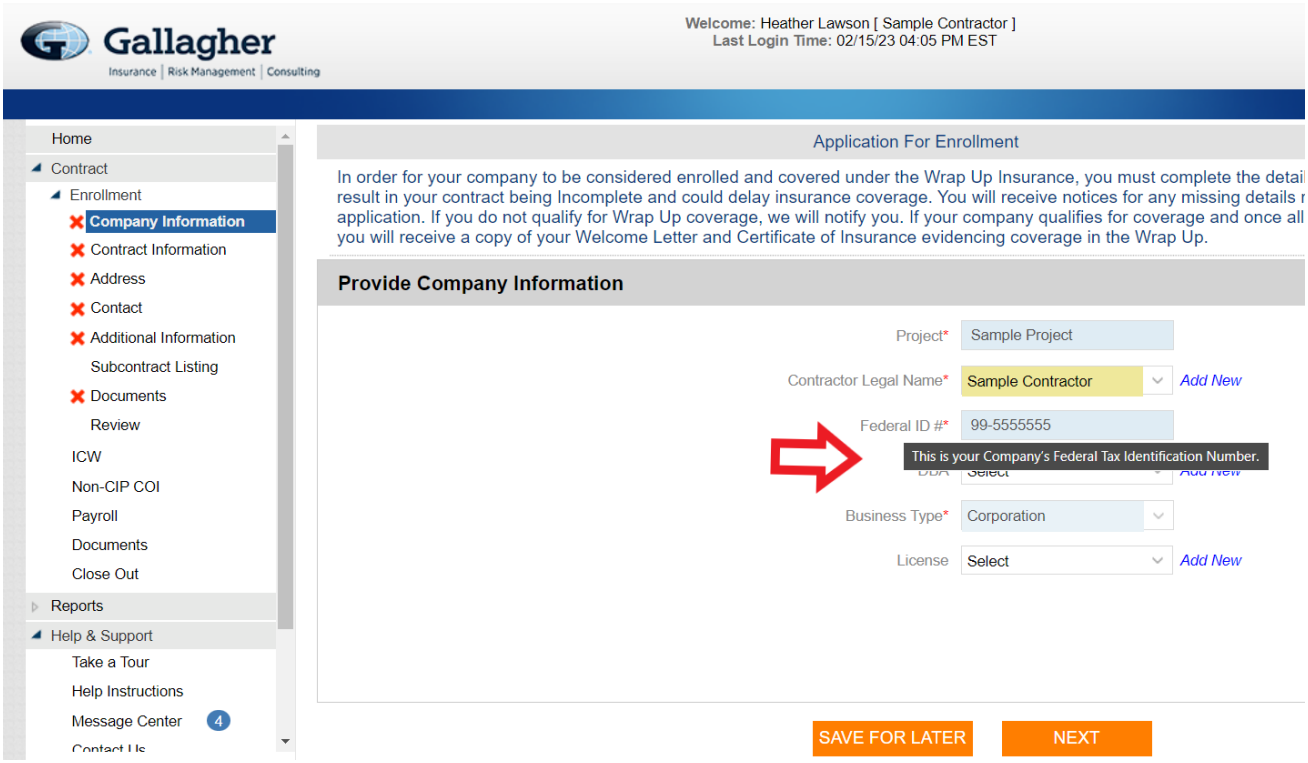
Step 3: Completing the Application for Enrollment

A. The Application for Enrollment includes the following sections, each of which can be accessed via the Menu on the left of the screen:

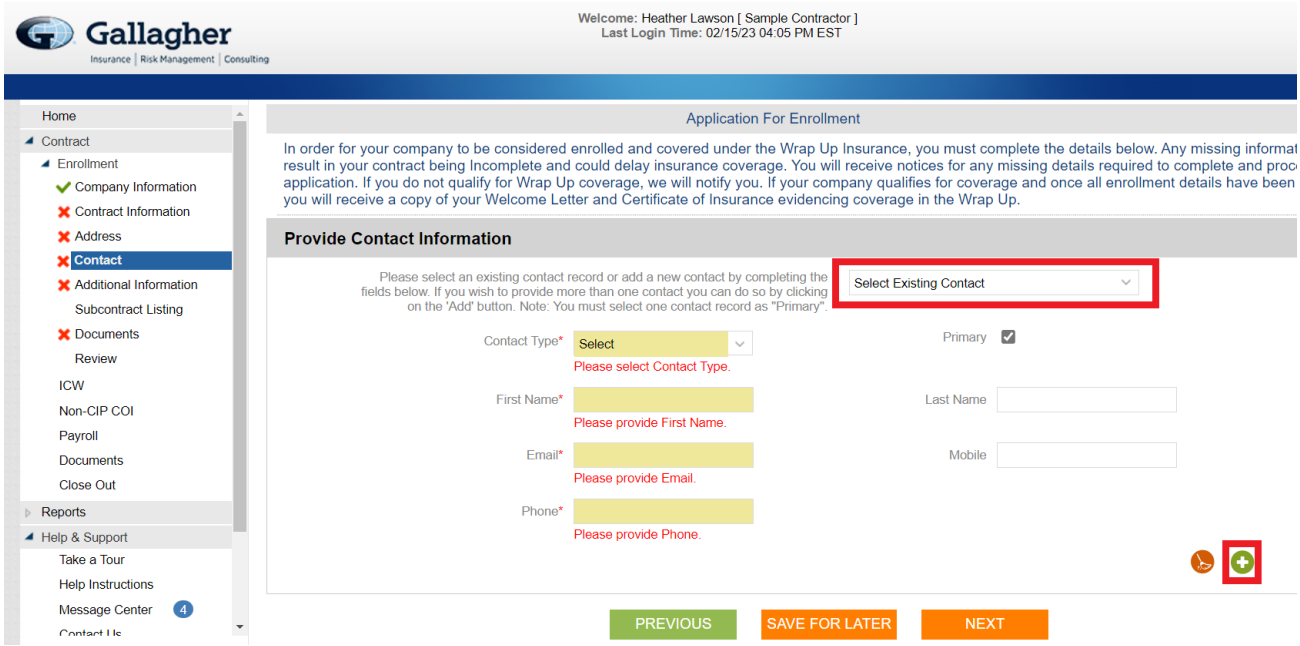
a. Company Information
b. Contract Information
c. Address Information
d. Contact Information
e. Subcontract Listing



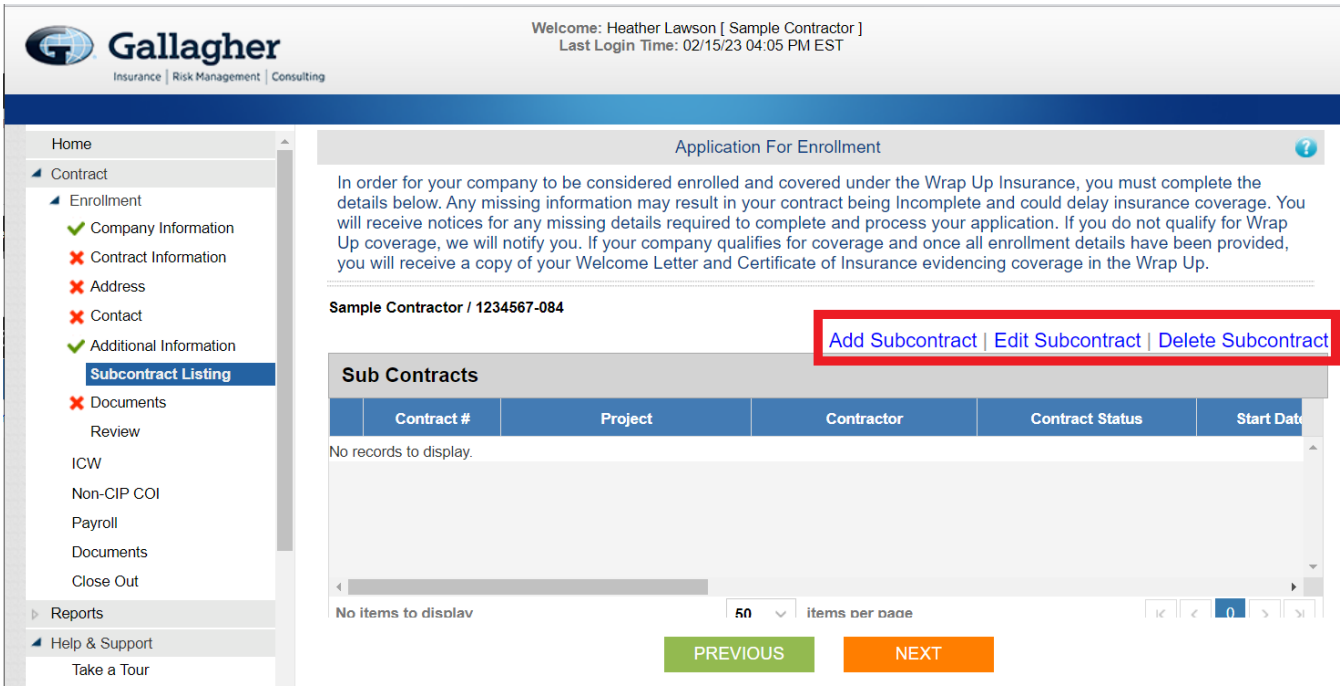
Fill in each section with your information to the best of your ability. Fields in yellow are required to submit the enrollment. For a new enrollment, all fields should be filled in. If a contract has been added to your portal by an AJG Wrap-up Administrator, you may not be able to edit some fields. If you notice a mistake in a non-editable field, contact your AJG Wrap-up Administrator and ask them to make the update. If you are not sure what a field is requesting, hovering over the field title will show captioned explanations:



a. Company Information –You must enter your correct Federal ID # if it's not there.
b. Contract Information – This information should be specific to this project and contract.
c. Address – Please provide your company's address. If you have multiple addresses please provide the address for the branch that is responsible for the contract.
d. Contact - In the Contact section you must enter at least one contact and it must be marked as primary. You may also add additional contacts by clicking the green plus sign on the right side of the screen. If you have previous enrollments you can select Existing Contacts here:

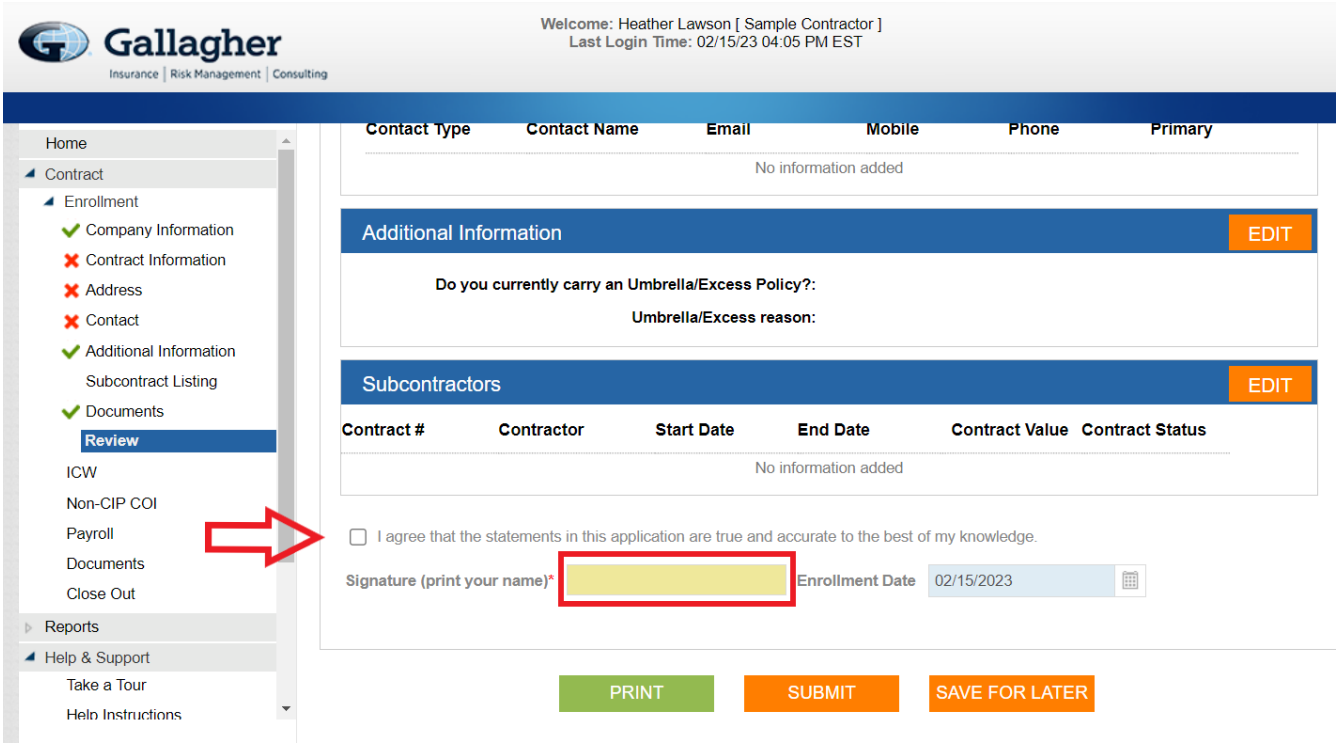


e. Subcontract Listings – You must add any on site subcontractors you have awarded. Subcontractors must be enrolled separately. “Add Subcontract”, “Edit Subcontract”, and “Delete Subcontract” are available in blue on the right side of the screen:



Review – Please review the information entered and any information needs revised click the orange “EDIT” button on the right side of the line. If everything is correct click the “I agree that the statements in this application

are true and accurate to the best of my knowledge." box and enter your name into the Signature box:



Accident Reporting for General Liability Claims

1. If an injury is involved, the Subcontractor's superintendent must immediately arrange for first aid or other required medical treatment for the injured party.

2. All Incidents, regardless of severity, shall be reported immediately to the Job Site Contact and On-site Safety Coordinator and reported to the Insurer by telephone.

The Subcontractor's superintendent must complete a General Liability Loss Notice for each accident with the following distribution:

Ector County Independent School District - Owner Consultant

- Director of Construction: Chris Bartlett (christopher.bartlett@ectorcountyisd.org)
- Director of Risk Management: Yolanda Gordon (yolanda.gordon@ectorcountyisd.org)

Henthorn Commercial Construction, LLC - General Contractor

- Project Manager: Bryan Walters (bryan@henthorncommercial.com)
- Project Superintendent: Lyndon Nutt (lyndon@henthorncommercial.com)

Gallagher – Insurance Broker

- Claims Advocate: Ryan Asuncion (Ryan_Asuncion@ajg.com)

Any Court Summons, legal documents or other correspondence must be immediately referred to Arthur J. Gallagher Risk Management Services, LLC. by registered mail. Additional questions concerning suit papers should be referred to Arthur J. Gallagher Risk Management Services, LLC.

Definitions for Purposes of This Manual

Owner	**Ector County Independent School District**
General Contractor	**Henthorn Commercial Construction, LLC**
Project	**Ag Farm Facility** 7649 W. Dunn Street Odessa, Texas 79763
Project Site	The areas designated in writing by **Ector County Independent School District** in a contract document for performance of the Work and such additional areas as may be designated in writing by **Ector County Independent School District** for General Contractor's use in performance of the Work. The Project Site shall also include (1) field offices, (2) property used for bonded storage of material for the Project approved by **Ector County Independent School District** (3) staging areas dedicated to the Project. Items 1 through 3 must be approved by the OCIP Insurer and listed in the OCIP Policy
Off-Site Exposures	Offices, shops, warehouses, factories, or similar locations away from the designated project site that have not been approved by the OCIP Insurer and listed on the OCIP Policy ARE NOT COVERED.
Contract	The agreement between General Contractor and the Subcontractor. The terms "Contract" and "Agreement" are used interchangeably.
Subcontractor of Any Tier	The person, firm or corporation with whom General Contractor has entered into Agreement to perform the Work; or the Person or entity who has a contract with General Contractor Subcontractor to perform any of the Work at the Site.
Work	Operations, as fully described in the Contract, performed at or emanating directly from **Ag Farm Facility** project site.
Insured	General Contractor and Subcontractors of any tier which have an executed subcontract agreement and which have received written confirmation of coverage by Arthur J. Gallagher Risk Management Services, LLC. The following are not Insureds under this WRAP-UP - Architects, engineers, consultants, vendors, suppliers, material dealers, off-site fabricators and others who merely transport, pick up, deliver or carry materials, personnel, parts or equipment or any other items or persons to or from the Project Site, et al.

Personnel Directory

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT– OWNER CONSULTANT

Director of Construction	**Chris Bartlett** Ector County ISD Phone: (432) 456-0000 Email: christopher.bartlett@ectorcountyisd.org
Director of Risk Management	**Yolanda Gordon** Ector County ISD Phone: (432) 456-9784 Email: yolanda.gordon@ectorcountyisd.org

HENTHORN COMMERCIAL CONSTRUCTION, LLC – GENERAL CONTRACTOR

Project Assistant	**Rhett Dawson** Henthorn Commercial Construction, LLC Phone: (806) 626-4582 Email: rhett@henthorncommercial.com
Project Manager	**Bryan Walters** Henthorn Commercial Construction, LLC Phone: (806) 548-2079 Email: bryan@henthorncommercial.com
Project Superintendent / Safety Manager	**Lyndon Nutt** Henthorn Commercial Construction, LLC Phone: (806) 296-0208 Email: lyndon@henthorncommercial.com

GALLAGHER - INSURANCE BROKER

*Enrollment/ Administration	**Letizia Brownlee** Gallagher Phone: (314) 338-7336 Email: letizia_brownlee@ajg.com
Program Manager	**Richard Banlowe** Gallagher Phone: (818) 539-1210 Email: richard_banlowe@ajg.com
General Liability/ Claims	**Ryan Asuncion** Gallagher Phone: (415) 536-4015 Email: ryan_asuncion@ajg.com

Gallagher at a glance

We help you face your future with confidence. Gallagher has been designing solutions to meet our clients' unique needs for more than 90 years. We pioneered many of the innovations in risk management used by businesses in all industries today.

- A global corporation with a strong heritage and culture
- Divisions specializing in retail insurance brokerage operations, benefits and HR consulting, wholesale distribution, and third-party administration and claims processing.
- More than 850 offices in 49 countries and over $6 billion in brokerage & risk management revenues.
- Client-service capabilities in more than 150 countries around the world through a global network of correspondent brokers and consultants.
- Founded in 1927, publicly traded since 1984.

This material was created to provide accurate and reliable information on the subjects covered but should not be regarded as a complete analysis of these subjects. It is not intended to provide specific legal, tax or other professional advice. The services of an appropriate professional should be sought regarding your individual situation.

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Gallagher

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Associate Superintendent – District Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF AN A121 STANDARD FORM OF MASTER AGREEMENT TO BE USED IN JOB ORDER CONTRACTING (JOC) FOR PRIORITY 1 AND 2 RENOVATIONS IN THE 2023 ECISD BOND PROGRAM**

DATE: September 16, 2025

The Administration requests that the Board approve the A121 Standard Form of Master Agreement to be used in job order contracting for Priority 1 and 2 renovation items related to the 2023 Bond Program. General contractors to be included on the master agreement include the following:

- Amstar, Inc.
- LMC Corporation
- Henthorn Commercial Construction
- Teinert Construction
- Lopez & Son's, Inc.
- SDB Contracting Services
- Tommy Klein Construction, Inc.
- WR Construction

The A121 establishes terms and conditions between the school district and this list of approved contractors. The work order is utilized once the District has assigned projects or groupings of projects to specific contractors.

****

Administrative Recommendation:

Approval of the A121 Standard Form of Master Agreement

DRAFT

AIA® Document A121™ – 2018

Standard Form of Master Agreement Between Owner and Contractor where Work is provided under multiple Work Orders

AGREEMENT made as of the « » day of « » in the year « »
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Ector County Independent School District
802 N. Sam Houston
Odessa, Texas 79761
432.456.0000
www.ectorcountyisd.org

and the Contractor:
(Name, legal status, address, and other information)

« »« »
« »
« »
« »

WHEREAS Ector County Independent School District (hereinafter referred to as "Owner") and_____(hereinafter referred to as "Contractor") desire to enter into a contract under which Contractor will perform construction services relating the above-referenced Projects on behalf of Owner;

WHEREAS Owner and Contractor have agreed to enter into AIA Document A121-2018 Agreement ("Contract") as the basic form for that contract; and

WHEREAS certain terms and conditions of the contract must be modified to comply with applicable laws and policies affecting Owner and Contractor on this project, Owner and Contractor hereby agree to the following amendments to the Contract:

ADDITIONS AND DELETIONS: The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document does not contain a description of the Contractor's scope of Work or establish payment terms or the dates of commencement of the Work or Substantial Completion. This document is intended to be used in conjunction with AIA Document A221™–2018, Work Order for use with Master Agreement Between Owner and Contractor.

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User Notes: (1263825236)

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7 CONTRACTOR

8 ARCHITECT

9 SUBCONTRACTORS

10 CONSTRUCTION BY OWNER OR BY SEPARATE CONTRACTORS

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12 TIME

13 PAYMENTS AND COMPLETION

14 PROTECTION OF PERSONS AND PROPERTY

15 INSURANCE AND BONDS

16 CORRECTION OF WORK

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18 TERMINATION

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DRAFT

ARTICLE 1 MASTER AGREEMENT TERM AND PARTY REPRESENTATIVES

§ 1.1 This Master Agreement shall be effective for one year after the date first written above ("Date of this Master Agreement").

§ 1.2 This Master Agreement shall apply to all Work Orders agreed to by the parties within the term of this Master Agreement until completion of the Work Order. In the event of a conflict between terms and conditions of this Master Agreement and a Work Order, the terms of the Work Order shall take precedence for the Work provided pursuant to the Work Order.

§ 1.3 This Master Agreement will renew on an annual basis, on the day and month of the Date of this Master Agreement, unless either party provides notice of their intent not to renew this Master Agreement. Notice must be provided at least 60 days prior to the renewal date. In the event either party elects not to renew this Master Agreement, the terms of this Master Agreement shall remain applicable until all Work Orders under this Master Agreement are completed or terminated.

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User Notes: (1263825236)

§ 1.4 The Owner identifies the following representative authorized to act on the Owner's behalf with respect to this Master Agreement:

« »
« »
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§ 1.4.1 In each Work Order, the Owner will identify a representative authorized to act on the Owner's behalf with respect to the Work Order.

§ 1.5 The Contractor identifies the following representative authorized to act on the Contractor's behalf with respect to this Master Agreement:

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§ 1.5.1 In each Work Order, the Contractor will identify a representative authorized to act on behalf of the Contractor with respect to the Work Order.

ARTICLE 2 WORK ORDERS

§ 2.1 The Owner is not required to issue any Work Orders under this Master Agreement.

§ 2.2 The Contractor may decline to accept any Work Order issued by the Owner.

§ 2.3 The Contractor shall execute the Work set forth in each agreed upon Work Order, consisting of AIA Document A221-2018, Work Order, or such other document as the Owner and Contractor may mutually agree upon. Each Work Order shall state the name, location, and detailed description of the Project; identify the Architect; state the Contract Time; state the Contract Sum; describe the Work; and enumerate the Contract Documents.

§ 2.4 The Owner shall make the Contract Documents available to the Contractor prior to execution of the Work Order, and thereafter, upon request. The Owner may charge the Contractor for the reasonable cost to reproduce the Contract Documents provided to the Contractor.

ARTICLE 3 PAYMENTS

§ 3.1 Contract Sum and Progress Payments

§ 3.1.1 Each Work Order shall include a Contract Sum. The Owner shall pay the Contractor the Contract Sum in current funds in accordance with each individual Contract. Where the Contract Sum is based on the Cost of the Work under Section 3.3 or 3.4 of the Work Order, the Cost of the Work is defined in Exhibit A, Determination of the Cost of the Work.

§ 3.1.2 Applications for Payment will be submitted individually for each Contract.

§ 3.1.3 After the Architect has issued a Certificate for Payment, the Owner shall make payment to Contractor for undisputed amounts in the manner and within the time provided in the Contract Documents, and shall so notify the Architect. Owner shall notify Contractor within 21 days if Owner disputes the Architect's Certificate for Payment pursuant to Texas Government Code Section 2251.042 et seq., listing the specific reasons for nonpayment. Payments to the Contractor shall not be construed as releasing the Contractor or its Surety from any obligations under the Contract Documents.

§ 3.1.4 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as set forth in the Work Order.

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§ 3.1.5 The Contractor shall submit monthly Applications for Payment to the Architect on AIA Form G702 for approval. Continuation sheets shall be submitted on AIA Form G703. If the Architect approves the application, then they shall submit a Certificate for Payment to the Owner. The Architect may require any additional information deemed necessary and appropriate to substantiate the Application for Payment. Materials that are verified to be on the jobsite or other approved location for use in the Project may also be incorporated into the Application for Payment. The Architect shall have seven (7) days from date of receipt from the Contractor of an Application for Payment to approve or reject all or any part of the Application for Payment. The Owner shall pay the undisputed amounts certified by the Architect to the Contractor within Forty-Five (45) days of receipt of the Certificate for Payment from the Architect unless otherwise provided in the Contract Documents. Undisputed amounts unpaid after the date on which payment is due shall bear interest pursuant to Texas Government Code Section 2251.025

§ 3.1.6
Until Final Completion of the Work, the Owner shall withhold retainage as provided in the Contract Documents, except that Owner shall not pay amounts for which the Architect refuses to certify payment, or the Owner refuses to pay, as provided in this Agreement. The retainage shall be paid with the Final Payment. (*Note: if more than 5% is retained, under Texas law, then the retainage must be placed in an interest-bearing account, and the contractor must be paid the interest earned on the retainage upon completion of the Work. Texas Government Code Section 2252.032*).
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§ 3.1.7 Undisputed Payments overdue and unpaid under the Contract Documents shall bear interest as provided by Texas Government Code Section 2251.025. Any such payment shall be deemed overdue on the thirty-first day after Owner received Architect's invoice or Contractor's completed Application for Payment for the Architect, whichever is later, if Owner's Board of Trustees meets more than once per month. No interest shall be due on sums properly retained by Owner, except as provided by law, or on disputed sums unpaid by Owner.

§ 3.2 Final Payment
§ 3.2.1 Final payment for individual Contracts, constituting the entire unpaid balance of the Contract Sum minus disputed sums, authorized deductions and liquidated damages, shall be made by the Owner to the Contractor ~~after~~

.1 the Contractor has fully performed the Work except for the Contractor's responsibility to correct non-conforming Work as provided in Section 16.2, and to satisfy other requirements, if any, which extend beyond final payment;

.2 a final Certificate for Payment has been issued by the Architect in accordance with Section 13.7.1. And

.3 Owner's Board of Trustees has voted to accept the Work and approve the Final Payment.

§ 3.2.2 The Owner's final payment of undisputed sums to the Contractor shall be made no later than 30 days after the ~~:~~ Owner's Board of Trustees has voted to accept the Work and approve Final Payment. Owner, Architect, Contractor, and prime subcontractors, if applicable, shall certify compliance with all applicable school facility standards required in 19 TAC Section 61.1040 subsections (d) and (g)-(k), pursuant to 19 TAC Section 61.1040(f).

§ 3.2.3 The making of final payment shall not constitute a waiver of any Claims by the Owner.

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ARTICLE 4 DISPUTE RESOLUTION
§ 4.1 Binding Dispute Resolution
For any claim subject to, but not resolved by, mediation pursuant to Section 19.5, the method of binding dispute resolution shall be as follows:

[« X »] Litigation in a court of competent jurisdiction

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ARTICLE 5 GENERAL PROVISIONS

§ 5.1 The Work

The term "Work" means the construction and services required by the Contract Documents enumerated in a Work Order, whether completed or partially completed, and includes all other labor, materials, equipment and services provided or to be provided by the Contractor to fulfill the Contractor's obligations under the Work Order and related Contract. The Work may constitute the whole or a part of the Project identified in a particular Work Order. The Work includes all of Contractor's responsibilities as to all labor, parts, supplies, skill, supervision, transportation services, storage requirements, and other facilities and things necessary, proper or incidental to the carrying out and completion of the terms of the Contract Documents and the Construction Documents and all other items of cost or value needed to produce, construct and fully complete the public Work identified by the Contract Documents and the Construction Documents. The Construction Documents shall reflect all agreements between Owner and Architect concerning Owner's budgetary constraints, programmatic needs and expectations as to quality, functionality of systems, maintenance costs, and usable life of equipment and facilities. Said Construction Documents shall reflect the Owner's educational program and educational specifications, the State educational adequacy standards in 19 TAC Section 61.1040 and the standards set forth in Section 3.1.4 of AIA Document B101-2017. The Architect shall provide Construction Documents which are sufficient for Owner to complete construction of the Project, are free from material defects or omissions, and which shall comply with all applicable laws, ordinances, codes, rules, and regulations, as of the date of issuance of Construction Documents

§ 5.2 The Contract Documents

The Contract Documents are enumerated in each Work Order and consist of this Master Agreement as amended; the Work Order executed by the Owner and Contractor (including, if applicable, Supplementary and other Conditions applicable to the Work Order); all sections of the Project Manual and Construction Documents, Drawings, Specifications, and Addenda issued in connection with the Work Order; other documents listed in the Work Order; and Modifications issued after execution of the Work Order. A Modification is (1) a written amendment to the Contract signed by both parties, (2) a Change Order, (3) a Construction Change Directive or (4) a written order for a minor change in the Work issued by the Architect. The intent of the Contract Documents is to include all items necessary for the proper execution and completion of the Work by the Contractor. The Contract Documents are complementary, and what is required by one shall be as binding as if required by all; performance by the Contractor shall be required to the extent consistent with the Contract Documents and reasonably inferable from them as being necessary to produce the indicated results. Any reference to Contract Documents herein shall include the Construction Documents, and any other documents included in the Contract Documents, as amended and/or supplemented for this Project.

§ 5.3 The Contract

The Contract Documents for each Work Order form a separate Contract for construction of the Work ("The Contract"). The Contract represents the entire and integrated agreement between the parties hereto for construction of the Work and supersedes prior negotiations, representations or agreements, either written or oral. A Contract may be amended or modified only by a written Modification signed by Contractor, approved by Owner's Board of Trustees, and signed by the representative of the Owner's Board of Trustees who is authorized to sign contracts. As a material consideration for the making of the Contract, modifications to the Contract shall not be construed against the maker of said modifications. The Contract Documents shall not be construed to create a contractual relationship of any kind between any persons or entities other than the Owner and the Contractor.

§ 5.3.1 To be effective, all Contract Documents requiring signatures must be signed first by the Contractor and then by the Owner's authorized representative, after approval by Owner's Board of Trustees, if applicable. If an approved Contract Document requiring Contractor's signature has not been signed, then the missing signature shall be provided within a reasonable period of time. Failure of Contractor to sign an approved Contract Document after notice and a reasonable opportunity to sign shall be considered a material breach of the Contract by Contractor.

§ 5.4 Construction Documents

Construction Documents include representations, in any medium of expression now known or later developed, of the tangible and intangible creative work performed by the Architect and the Architect's consultants under their respective professional services agreements. Construction Documents includes all Drawings, specifications, submittals, transmittals, deliverables, instructions to Contractor, and other documents, including those in electronic form, prepared by the Architect and the Architect's consultants which shall set forth in detail the requirements for construction of the Project.

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§ 5.5 Ownership and Use of Drawings, Specifications and Other Construction Documents

§ 5.5.1 All ownership rights, whether common law, statutory, or other reserved rights, including copyright ownership of the Construction Documents, are controlled by the Agreement between the Owner and the Architect. The Contractor, Subcontractors, Sub-subcontractors, and suppliers shall not own or claim a copyright in the Construction Documents. Submittal or distribution to meet official regulatory requirements or for other purposes in connection with the Project is not to be construed as publication in derogation of the Architect's or Architect's consultants' any reserved rights.

§ 5.5.2 The Contractor, Subcontractors, Sub-subcontractors and suppliers are granted a limited license to use and reproduce the Construction Documents provided to them, subject to the protocols established pursuant to Sections 5.6 and 5.7, solely and exclusively for execution of the Work. All copies made under this authorization shall bear the copyright notice, if any, shown on the Construction Documents. The Contractor, Subcontractors, Sub-subcontractors, and suppliers may not use the Construction Documents on other projects or for additions to a Project outside the scope of a Contract without the specific written consent of the Owner, Architect and the Architect's consultants. All copies of the Construction Documents, except the Contractor's record set, shall be returned or suitably accounted for to the copyright holder upon completion of the Work.

§ 5.6 Digital Data Use and Transmission

The parties shall agree upon written protocols governing the transmission and use of, and reliance on, Instruments of Service or any other information or documentation in digital form.

§ 5.7 Building Information Models Use and Reliance

Any use of, or reliance on, all or a portion of a building information model without agreement to written protocols governing the use of, and reliance on, the information contained in the model shall be at the using or relying party's sole risk and without liability to the other party and its contractors or consultants, the authors of, or contributors to, the building information model, and each of their agents and employees.

§ 5.8 Severability

The invalidity of any provision of the Contract Documents shall not invalidate the Contract or its remaining provisions. If it is determined that any provision of the Contract Documents violates any law, or is otherwise invalid or unenforceable, then that provision shall be revised to the extent necessary to make that provision legal and enforceable. In such case the Contract Documents shall be construed, to the fullest extent permitted by law, to give effect to the parties' intentions and purposes in executing the Contract.

§ 5.9 Notice

Written notice shall be deemed to have been duly served if delivered in person to the individual, to a member of the firm or entity, or to an officer of the corporation for which it was intended; if delivered at, or sent by registered or certified mail or by courier service providing proof of delivery to, the last business address known to the party giving notice, or if sent by electronic facsimile transmission, to the last business number known to the party giving notice, with electronic confirmation of receipt; or, if sent by electronic mail, to the email address of the Owner's or Contractor's designated representative, with electronic confirmation of receipt.

§ 5.10 Relationship of the Parties

It is understood and agreed that the relationship of Contractor to Owner shall be that of an independent contractor. Nothing contained in this Agreement or inferable from this Agreement shall be deemed or construed to: 1) make Contractor the agent, servant or employee of the Owner; or 2) create any partnership, joint venture, or other association between Owner and Contractor. Any direction or instruction by Owner or any of its authorized representatives in respect of the Work shall relate to the results the Owner desires to obtain from the Work, and shall in no way affect Contractor's independent contractor status.

ARTICLE 6 OWNER

§ 6.1 Information and Services Required of the Owner

§ 6.1.1 The Owner, being a public body under the laws of the State of Texas, must have adequate funds and/or financing as provided by law prior to award and execution of the Contract Documents.

§ 6.1.2 The Owner shall furnish all necessary surveys and a legal description of sites referenced in a Work Order. Other than the metes and bounds noted in the survey, if any, Owner does not guarantee or warrant the accuracy of

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surveys provided, including the locations of utility lines, cables, pipes or pipelines, or the presence or absence of easements.

§ 6.1.3 [Intentionally Deleted]

§ 6.1.4 Except for permits and fees that are the responsibility of the Contractor under the Contract Documents, including those required under Section 7.6.1, the Owner shall secure and pay for other necessary approvals, easements, assessments and charges required for the construction, use or occupancy of permanent structures or for permanent changes in existing facilities.

§ 6.2 Owner's Right to Stop the Work

If the Contractor fails to correct defective Work, fails to correct Work that is not in accordance with the requirements of the Contract Documents, or repeatedly fails to carry out the Work in accordance with the Contract Documents or the Construction Documents, the Owner may issue a written order to the Contractor to stop the Work, or any portion thereof, until the cause for such order is eliminated; however, the right of the Owner to stop the Work shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Contractor or any other person or entity. The authorized Owner's representative having the legal right to stop the Work shall be limited to the Owner's Superintendent of Schools.

§ 6.3 Owner's Right to Carry Out the Work

If the Contractor defaults or neglects to carry out the Work in accordance with the Contract Documents, and fails within a ten-day period after receipt of written notice from the Owner to commence and continue correction of such default or neglect with diligence and promptness, the Owner may, without prejudice to any other remedies the Owner may have, correct such default or neglect. The Architect shall, pursuant to Section 13.4.3, withhold or nullify a Certificate for Payment in whole or in part, to the extent reasonably necessary to reimburse the Owner for the reasonable cost of correcting such deficiencies, including the Owner's expenses and compensation for the Architect's and other consultant's additional services, if any, made necessary by such default, neglect, or failure. If current and future payments are not sufficient to cover such amounts, then the Contractor shall pay the difference to the Owner. If the Contractor disagrees with the actions of the Owner or the Architect, or the amounts claimed as costs to the Owner, then the Contractor may file a Claim pursuant to Article 19.

ARTICLE 7 CONTRACTOR

§ 7.1 Review of Contract Documents and Field Conditions by Contractor

§ 7.1.1 Execution of a Work Order by the Contractor is a representation that the Contractor has visited the relevant site, become generally familiar with local conditions under which the Work is to be performed and correlated personal observations with requirements of the Contract Documents. The Contractor represents and warrants by submission of a Proposal that it has carefully examined the Contract Documents, any soil test reports, drainage studies, geotechnical or other reports, and the site of the Work, and that, from its own investigations, it has satisfied itself as to the nature and location of the Work, the character, quality and quantity of surface and subsurface materials likely to be encountered, the character of equipment and other facilities needed for the performance of the Work, the general and local conditions and all other materials which may in any way affect the Work or its performance. Should the Contractor find discrepancies, omissions or conflicts within the Contract Documents, or be in doubt as to their meaning, the Contractor shall at once notify in writing the Architect and Owner, and Architect will issue a written addendum to all parties that is consistent with the Owner's Scope of the Work. The Contractor shall not be entitled to any additional time or compensation for Contractor's failure to visit the site, or for any additional Work caused by the Contractor's fault, by improper construction, or by Contractor's failure to visit the site or to carefully study and compare the Contract Documents prior to execution of the Work.

§ 7.1.2 Because the Contract Documents are complementary, the Contractor shall, before starting each portion of the Work, carefully study and compare the various Contract Documents relative to that portion of the Work, as well as the information furnished by the Owner pursuant to Section 6.1.2, shall take field measurements of any existing conditions related to that portion of the Work and shall observe any conditions at the site affecting it. These obligations are for the purpose of facilitating coordination and construction by the Contractor and for the purpose of discovering errors, omissions, or inconsistencies in the Contract Documents; the Contractor shall promptly report to the Architect any errors, inconsistencies, or omissions discovered by or made known to the Contractor as a request for information in such form as the Architect may require. It is recognized that the Contractor's review is made in the Contractor's capacity as a contractor and not as a licensed design professional unless otherwise specifically

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provided in the Contract Documents. Contractor shall not perform any Work involving an error, inconsistency, or omission without further instructions to Contractor or revised Construction Documents from the Architect.

§ 7.1.3 Neither the Owner nor the Contractor is required to ascertain that the Contract Documents are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Contractor shall promptly report to the Architect any nonconformity discovered by or made known to the Contractor as a request for information in such form as the Architect may require.

§ 7.2 Supervision and Construction Procedures

§ 7.2.1 The Contractor shall supervise and direct the Work, using the Contractor's best skill and attention. The Contractor shall be solely responsible for and have control over construction means, methods, techniques, sequences and procedures, and for coordinating all portions of the Work under a Contract, unless the Contract Documents give other specific instructions concerning these matters.

§ 7.2.2 The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for or on behalf of the Contractor or any of its Subcontractors. As part of that responsibility, Contractor shall enforce the Owner's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, which will require compliance with those policies and zones by Contractor's employees, subcontractors, and all other persons carrying out the Contract. Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, while on Owner's property, to refrain from committing any criminal conduct, using tobacco products, possessing or drinking alcoholic beverages, possessing or using illegal drugs or any controlled substance, carrying or possessing weapons, speaking profane and/or offensive language, or engaging in any inappropriate interactions of any nature whatsoever with students and employees, including talking, touching, staring or otherwise contributing to a hostile or offensive environment for Owner's students and employees. All areas of campus, other than the defined construction area, shall be off limits to Contractor's forces, unless their work assignment specifies otherwise. Contractor shall also require adequate and appropriate dress and identification of Contractor's employees, subcontractors, and all other persons carrying out the Work. Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to wear identification tags on the front of their persons during all times that they are on Owner's property. Such identification tags shall contain a current photograph and the worker's full name in a typeface large enough to be seen from a reasonable distance. The Contractor shall further ensure that no on-site fraternization shall occur between personnel under the Contractor's and Subcontractor's direct or indirect supervision and Owner's students or employees and the general public. Failure of an individual to adhere to these standards of conduct shall result in the immediate removal of the offending employee from all construction on any of Owner's property. Repeated removal of Contractor's or Contractor's subcontractor's forces, or one serious infraction, shall constitute a substantial breach of the Agreement justifying the immediate termination by Owner pursuant to Article 18. Contractor shall require all construction workers, whether Contractor's own forces or the forces of Contractor's subcontractors, to park their personal motor vehicles on Owner's property only in the parking places designated by the Owner's campus principal. Any vehicles not parked in the appropriate locations shall be towed at the vehicle owner's sole expense. Contractor shall follow, and shall require all employees, agents or subcontractors to follow, the tree ordinance of the municipality in which the Project is located. In addition, if not covered by the municipal tree ordinance, Contractor shall barricade and protect all trees on the Project, which shall be included in the Cost of the Work. Contractor shall institute a theft deterrence program designed to restrict construction worker access to properties of Owner that are currently in use, to maintain supervision of Contractor's and Contractor's subcontractor's forces, and to reimburse the Owner or those persons suffering a theft loss which results from Contractor's forces or Contractor's subcontractor's forces' actions, omissions, or failure to secure the Work or connecting or adjacent property of Owner.

§ 7.2.3 The Contractor shall properly and efficiently coordinate the timing, scheduling and routing of all Work performed by all sub-contractors and sub-sub-contractors.

§ 7.2.4 To the extent that any portion of the Work requires a trench excavation exceeding five (5) feet in depth, in accordance with Texas Health and Safety Code Section 756.023(a), Contractor shall fully comply, and shall require any applicable subcontractor to comply, with:

.1 The Occupational Safety and Health Administration standards for trench safety in effect for the Construction of the Work;

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.2 The special shoring requirements, if any, of the Owner; and

.3 Any geotechnical information obtained by Owner for use by the Contractor in the design of the trench safety system.

.4 Trench excavation safety protection shall be a separate pay item, and shall be based on linear feet of trench excavated. Special shoring requirements shall also be a separate pay item, and shall be based on the square feet of shoring used.

§ 7.2.5 The Contractor shall review Subcontractor safety programs, procedures, and precautions in connection with performance of the Work. However, the Contractor's duties shall not relieve any Subcontractor(s) or any other person or entity (e.g., a supplier), including any person or entity with whom the Contractor does not have a contractual relationship, of their responsibility or liability relative to compliance with all applicable federal, state, and local laws, rules, regulations, and ordinances which shall include the obligation to provide for the safety of their employees, persons, and property and their requirements to maintain a work environment free of recognized hazards. The foregoing notwithstanding, the requirements of this Paragraph are not intended to impose upon the Contractor any additional obligations that the Contractor would not have under any applicable state or federal laws, including, but not limited to, any rules, regulations, or statutes pertaining to the Occupational Safety and Health Administration.

§ 7.2.6 Pursuant to Texas Labor Code Sec. 214.008, the Contractor and any subcontractor on the Project shall properly classify, as an employee or an independent contractor, in accordance with Texas Labor Code Chapter 201, any individual the Contractor or subcontractor directly retains and compensates for services performed in connection with this Agreement. Any Contractor or subcontractor who fails to properly classify such an individual may be subject to the penalties of Texas Labor Code Sec. 214.008(c).

§ 7.3 Labor and Materials

§ 7.3.1 These Contract Documents shall not be construed to deny or diminish the right of any person to work because of the person's membership or other relationship status with respect to any organization. Texas Government Code § 2269.054. Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for qualified, careful, and efficient workers and labor, eligible to work in accordance with state and federal law. Contractor shall appropriately classify all workers in accordance with the Fair Labor Standards Act, its implementing regulations, and Texas Labor Code Section 214.008. In addition, unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and completion of the Work, whether temporary or permanent, and whether or not incorporated or to be incorporated in the Work. Before ordering any material or doing any Work, Contractor shall verify all dimensions and check all conditions in order to assure Contractor that they are the same as those in the Drawings, Specifications, and other Construction Documents. Any inconsistency shall be brought to the attention of the Architect. In the event that discrepancies occur between ordered material and actual conditions and Architect was not notified beforehand, then costs to correct such discrepancies shall be borne by Contractor.

§ 7.3.2 The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Work. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them.

§ 7.3.3 The Contractor may make a substitution only with the consent of the Owner, after evaluation by the Architect and in accordance with a Modification.

§ 7.3.4 Criminal History Checks

§ 7.3.4.1 So that Owner can obtain the national criminal history record information required by Texas Education Code Section 22.08341 on all "covered employees" (as defined in Section 9.3.4.3) of Contractor, its subcontractors, or any subcontracting entities who will perform the Work, Contractor shall submit to Owner the name and all necessary identifying information necessary to enable Owner to obtain the national criminal history information on those covered employees before they begin the Work. Contractor's submission will include the employee's written authorization for Owner to obtain such criminal history information. Owner may, in its sole discretion, prohibit the use of any employee to perform the Work after its review of the criminal history information, but cannot disclose the

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criminal history information to Contractor. Contractor shall reimburse Owner for Owner's costs incurred in obtaining the criminal history information.

§ 7.3.4.2 Contractor will not assign any "covered employee" with a "disqualifying criminal history", as those terms are defined below, to work on the Project. If Contractor receives information that a covered employee has a reported disqualifying criminal history, then Contractor will immediately remove the covered employee from the Project and notify the Owner in writing within three business days. If the Owner objects to the assignment of any covered employee on the basis of the covered employee's criminal history record information, then Contractor agrees to discontinue using that covered employee to provide services on Owner's Project. If Contractor has taken precautions or imposed conditions to ensure that the employees of Contractor and any subcontractor will not become covered employees, Contractor will ensure that these precautions or conditions continue throughout the time the contracted services are provided.

§ 7.3.4.3 For the purposes of this Section, "covered employees" means employees, agents or applicants of Contractor who has or will have continuing duties related to the services to be performed on Owner's Project and has or will have direct contact with Owner's students. The Owner will decide what constitutes direct contact with Owner's students. The definition of "covered employees" does not include individuals working on the Work if the Work: (1.) does not involve the construction, alteration, or repair of an instructional facility as defined herein; (2.) involves construction of a new instructional facility and the person's duties related to other contracted services will be completed not later than the seventh day before the first date the facility will be used for instructional purposes; or (3.) involves an existing instructional facility and: (a.) the work area contains sanitary facilities and is separated from all areas used by students by a secure barrier fence that is not less than six feet in height; and (b.) the contracting entity adopts a policy prohibiting employees, contractors, and subcontractors from interacting with students or entering areas used by students, informs employees, contractors, and subcontractors of the policy, and enforces the policy at the work area. "Disqualifying criminal history" means: any conviction or other criminal history information designated by the Owner; any felony or misdemeanor conviction that would disqualify a person from obtaining educator certification under Texas Education Code Section 21.060 and 19 Texas Administrative Code § 249.16; or one of the following offenses, if at the time of the offense, the victim was under 18 years of age or enrolled in a public school; a felony offense under Texas Penal Code Title 5 Offenses Against Persons; an offense for which a defendant is required to register as a sex offender under Texas Code of Criminal Procedure chapter 62; or an equivalent offense under federal law or the laws of another state; or a felony violation of Texas Penal Code Section 43.24 related to the sale, distribution or display of harmful materials to a minor. The term "instructional facility" means real property, and improvement to real property, or a necessary fixture of an improvement to real property that is used predominantly for teaching the curriculum required under the state curriculum for kindergarten through grade 12.

§ 7.3.5 Prevailing Wage Rates

§ 7.3.5.1 Contractor, Contractor's Subcontractors and Sub-subcontractors shall pay all workers not less than the general prevailing rate of per diem wages for work of a similar character where the Project is located, as detailed in the "Minimum Wage Schedule" attached to this Agreement. Wages listed are minimum rates only. However, no claims for additional compensation above the Contract Sum shall be considered by the Owner because of payments of wage rates in excess of the applicable rate provided herein. Texas Government Code Section 2258.001 *et seq*.

§ 7.3.5.2 Contractor shall forfeit, as a penalty to the Owner, $60 for each laborer, worker or mechanic employed for each calendar day or part of the day that the worker is paid less than the wage rates stipulated in the Contract Documents.

§ 7.3.5.3 Owner reserves the right to receive and review payroll records, payment records, and earning statements of employees of Contractor, and of Contractor's Subcontractors and Sub-subcontractors."

§ 7.3.5.4 In executing the Work under the Contract Documents, Contractor shall comply with all applicable state and federal laws, including but not limited to, laws concerned with labor, equal employment opportunity, safety and minimum wages."

§ 7.3.5.5 If no schedule is attached, then the parties shall use the wage rate determined by the US Department of Labor in accordance with the Davis-Bacon Act, 40 U.S.C. Section 276a, (which can be accessed on the internet at https://www.wdol.gov/ or https://beta.sam.gov/) effective as of the date of this Agreement.

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§ 7.4 Warranty

The Contractor warrants to the Owner and Architect that materials and equipment furnished under the Contract will be of good quality and new unless the Contract Documents require or permit otherwise. The Contractor further warrants that the Work will conform to the requirements of the Contract Documents and will be free from defects, except for those inherent in the quality of the Work the Contract Documents require or permit. The Contractor further warrants that Contractor shall perform the Work in a good and workmanlike manner, continuously and diligently in accordance with generally accepted standards of construction practice for construction of projects similar to the Project, except to the extent the Contract Documents expressly specify a higher degree of finish or workmanship, in which case the standard shall be the higher standard. All material shall be installed in a true and straight alignment, level and plumb; patterns shall be uniform; and jointing of materials shall be flush and level, unless otherwise directed in writing by the Architect. Work, materials, or equipment not conforming to these requirements may be considered defective. The Contractor's warranty excludes remedy for damage or defect caused by abuse, alterations to the Work not executed by the Contractor, improper or insufficient maintenance, (unless such maintenance is Contractor's responsibility), improper operation or normal wear and tear under normal usage , but such exclusions shall only apply after Owner has taken occupancy of the damaged or defective point of the Project. All other warranties required by the Contract Documents shall be issued in the name of the Owner, or shall be transferable to the Owner, and shall commence in accordance with Section 13.6.3. Notwithstanding anything in the Contract Documents to the contrary, Owner and Contractor expressly agree that the warranties stated herein shall mean the individual warranties associated with each particular Work within the Project, and each such individual warranty shall run from the applicable Work's Final Completion date (unless otherwise expressly provided in the applicable Contract Documents for that particular Work). Contractor's express warranty is in addition to, and not in lieu of, Owner's other available remedies. All required warranties on equipment, machinery, materials, or components shall be submitted to the Architect on the manufacturer's or supplier's approved forms for delivery to the Owner. The warranties set out in this Subparagraph are not exclusive of any other warranties or guarantees set out in other places in the Contract Documents or expressed or implied under applicable law.

§ 7.5 Taxes

Owner is an exempt entity under the tax laws of the State of Texas. Texas Tax Code § 151.309; 34 TAC § 3.322. The Owner represents that this Project is eligible for exemption from the State Sales Tax on tangible personal property and material incorporated in the Project, provided that the Contractor fulfills the requirements of the Texas Tax Code § 151.309, § 151.310, § 151.311 and 34 TAC § 3.291; 3.287. For the purpose of establishing exemption, it is understood and agreed that the Contractor may be required to segregate materials and labor costs at the time a Contract is awarded. Contractor will accept a Certificate of Exemption from the Owner, pursuant to Texas Tax Code § 151.054(e); § 151.155; and 34 TAC § 3.287. Contractor shall obtain Certificates of Resale from Contractor's suppliers. Texas Tax Code § 151.154, 34 TAC § 3.285. Failure of Contractor or any Sub-Contractor to obtain Certificates of Resale from their suppliers shall make the Contractor or Sub-Contractor responsible for absorbing the tax, without compensation from Owner. Contractor shall pay all necessary local, county and state taxes, income tax, compensation tax, social security and withholding payments as required by law. CONTRACTOR HEREBY RELEASES, INDEMNIFIES, AND HOLDS HARMLESS OWNER FROM ANY AND ALL CLAIMS AND DEMANDS MADE AS A RESULT OF THE FAILURE OF CONTRACTOR OR ANY SUBCONTRACTOR TO COMPLY WITH THE PROVISIONS OF ANY OR ALL SUCH LAWS AND REGULATIONS.

§ 7.6 Permits, Fees, Notices, and Compliance with Laws

§ 7.6.1 After Architect has filed the plans and specifications with the Texas Department of Licensing and Regulation, Architect shall notify Contractor that Contractor may make and submit the applications for the building permit. The Owner shall pay the municipality directly for the building permit and all other development "impact" fees, if any. The Contractor shall continue to be responsible for payment of other permits, governmental fees, licenses, and inspections necessary for proper execution of the Contract and which are legally required when bids or proposals are received. Such fees and expenses shall only be reimbursable to Contractor if expressly agreed to herein. The Owner shall pay directly to the governing authority the cost of all permanent property utility assessments and similar connection charges.

§ 7.6.2 The Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to performance of the Work. In addition, Contractor shall authorize posting of any notices required of Owner pursuant to Texas Business and Commerce Code, Section 16.0001, or any notices concerning the Workers Compensation insurance carried by other parties involved in the Project, including without limitation, Architect, at the same location where Contractor posts notices regarding Workers Compensation. If applicable, the Contractor shall procure and obtain all bonds required of the

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Owner or the Contractor by the municipality in which the Project is located or by any other public or private body with jurisdiction over the Project. In connection with such bonds, the Contractor shall prepare all applications, supply all necessary back-up material and furnish the surety with any required personal undertakings. The Contractor shall also obtain and pay all charges for all approvals for street closings, traffic control, parking meter removal and other similar matters as may be necessary or appropriate from time to time for the performance of the Work. If the Contractor performs Work when Contractor knows or reasonably should have known it to be contrary to applicable laws, statutes, ordinances, codes, rules and regulations, the Contract Documents, or lawful orders of public authorities, the Contractor shall assume appropriate responsibility for such Work and shall bear the costs attributable to correction.

§ 7.7 Allowances

The Contractor shall include in the Contract Sum for each Work Order all allowances stated in the Contract Documents for that Work Order. The Owner shall select materials and equipment under allowances with reasonable promptness. Allowance amounts shall include the costs to the Contractor of materials and equipment delivered at the site, less applicable trade discounts. Contractor's costs for unloading and handling at the site, labor, installation, overhead, profit, and other expenses contemplated for stated allowance amounts shall be included in the Contract Sum but not in the allowance.

§ 7.7.1 When performing Work under allowances, Contractor shall solicit and receive not less than three written proposals and shall provide the Work as directed by the Architect, upon Owner's written approval, on the basis of the best value to the District.

§ 7.8 Contractor's Construction Schedules

§ 7.8.1 The Contractor, promptly after executing a Work Order, shall prepare and submit for the Owner's and Architect's information a Contractor's construction schedule for the Work described in that Work Order. The schedule shall not exceed time limits current under the Contract Documents, shall be revised at appropriate intervals as required by the conditions of the Work and Project, shall be related to the entire Project to the extent required by the Contract Documents, and shall provide for expeditious and practicable execution of the Work.

§ 7.8.2 The Contractor shall perform the Work in general accordance with the most recent schedule submitted to the Owner and Architect. The schedule shall not interfere with the operation of Owner's existing facilities and operations without Owner's prior written approval.

§ 7.9 Submittals

§ 7.9.1 The Contractor shall review for compliance with the Contract Documents and submit to the Architect Shop Drawings, Product Data, Samples and similar submittals required by the Contract Documents in coordination with the Contractor's construction schedule and in such sequence as to allow the Architect reasonable time for review. By submitting Shop Drawings, Product Data, Samples and similar submittals, the Contractor represents to the Owner and Architect that the Contractor has (1) reviewed and approved them; (2) determined and verified materials, field measurements, and field construction criteria related thereto, or will do so; and (3) checked and coordinated the information contained within such submittals with the requirements of the Work and of the Contract Documents. The Work shall be in accordance with approved submittals.

§ 7.9.2 [Intentionally Deleted.]

§ 7.9.3 The Contractor shall not be required to provide professional services that constitute the practice of architecture or engineering unless such services are specifically required by the Contract Documents or unless the Contractor needs to provide such services in order to carry out the Contractor's own responsibilities. If professional design services or certifications by a design professional are specifically required, the Owner and the Architect will specify the performance and design criteria that such services must satisfy. The Contractor shall cause such services or certifications to be provided by an appropriately licensed design professional. If no criteria are specified, the design shall comply with applicable codes and ordinances. Each Party shall be entitled to rely upon the information provided by the other Party. The Architect will review and approve or take other appropriate action on submittals for the limited purpose of checking for conformance with information provided and the design concept expressed in the Contract Documents. The Architect's review of Shop Drawings, Product Data, Samples, and similar submittals shall be for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. In performing such review, the Architect will approve, or take other appropriate action upon, the Contractor's Shop Drawings, Product Data, Samples, and similar submittals. In the event that Contractor

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retains a licensed design professional under the terms of this paragraph, Contractor shall require that the licensed design professional carry commercial general liability and errors and omissions insurance coverage in the same amounts and forms as required of the Architect on this Project. In the event that the licensed design professional retained by the Contractor will be conducting on-site services or observations, the licensed design professional shall also carry worker's compensation insurance and comprehensive automobile liability in the same amounts and forms as required of the Architect on this Project.

§ 7.10 Use of Site

§ 7.10.1 The Contractor shall confine operations at the site(s) to areas permitted by applicable laws, statutes, ordinances, codes, rules and regulations, lawful orders of public authorities, and the Contract Documents and shall not unreasonably encumber the site(s) with materials or equipment.

§ 7.10.2 Only materials and equipment which are to be used directly in the Work shall be brought to and stored on the Project site by the Contractor. After equipment is no longer required for the Work, it shall be promptly removed from the Project site. Protection of construction material and equipment stored at the Project site from weather, theft, damage and all other adversity is solely the responsibility of the Contractor. The Contractor and its subcontractors shall not erect any sign on the Project site without the prior written consent of the Owner.

§ 7.10.3 Contractor shall ensure that the Work, at all times, is performed in a manner that affords Owner reasonable access, both vehicular and pedestrian, to the site of the Work and all adjacent areas. The Work shall be performed in such a manner that public areas adjacent to the Site of the Work shall be free from all debris, building material and equipment likely to cause hazardous conditions. Without limitation of any other provision of the Construction Documents, Contractor shall use its best efforts to minimize any interference with the occupancy or beneficial use of any area or building adjacent to the site of the Work, or the building, in the event of partial occupancy.

§ 7.10.4 Without prior approval of the Owner, the Contractor shall not permit any workers to use any existing facilities at the Project site, including, without limitation, lavatories, toilets, entrance and parking areas other than those designated by the Owner. The Contractor shall comply with all rules and regulations promulgated by the Owner in connection with the use and occupancy of the Project site and the Building.

§ 7.11 Cutting and Patching

The Contractor shall be responsible for cutting, fitting or patching required to complete the Work or to make its parts fit together properly, provided, however, that any such cutting, fitting or patching can only be performed if the cutting, fitting or patching results in Work that is in accordance with the Construction Documents and Contract Documents. No cutting of structural elements will be permitted unless specifically approved in writing by Architect. Fitting and patching shall only be done with new products, and shall only be performed by those skilled in performing the original Work. All areas requiring cutting, fitting, or patching shall be restored to the condition existing prior to the cutting, fitting, or patching, unless otherwise required by the Contract Documents.

§ 7.12 Cleaning Up

The Contractor shall, on a daily basis, keep the premises and surrounding area free from accumulation of waste materials or rubbish caused by operations under a Contract. Contractor shall provide on-site containers for the collection of waste materials, debris and rubbish, and shall periodically remove waste materials, debris and rubbish from the Work and dispose of all such materials at legal disposal areas away from the site. All cleaning operations shall be scheduled so as to ensure that contaminants resulting from the cleaning process will not fall on newly-coated or newly-painted surfaces. Immediately after unpacking materials, all packing case lumber or other packing materials, wrapping or other like flammable waste shall be collected and removed from the building and premises. At completion of the Work, the Contractor shall remove waste materials, rubbish, the Contractor's tools, construction equipment, machinery and surplus material from and about the Project. In the event that any finish becomes defaced in any way by mechanics or workers, the Contractor or any of its Subcontractors shall clean and restore such surfaces to their original condition. If the Contractor fails to clean up as provided in the Contract Documents, the Owner may do so and the Owner shall be entitled to seek reimbursement from the Contractor.

§ 7.13 Access to Work

The Contractor shall provide the Owner and Architect and their designated representatives access to the Work in preparation and progress wherever located. The presence of the Owner, Architect or their representatives does not constitute acceptance or approval of the Work.

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§ 7.14 Royalties, Patents and Copyrights

The Contractor shall pay all royalties and license fees. THE CONTRACTOR SHALL DEFEND SUITS OR CLAIMS FOR INFRINGEMENT OF COPYRIGHTS AND PATENT RIGHTS, SHALL WAIVE AND RELEASE CLAIMS AGAINST THE OWNER AND ARCHITECT, AND SHALL INDEMNIFY AND HOLD HARMLESS THE OWNER AND ARCHITECT FROM LOSS ON ACCOUNT THEREOF, PROVIDED, HOWEVER, CONTRACTOR SHALL NOT BE RESPONSIBLE TO ARCHITECT FOR SUCH DEFENSE OR LOSS WHEN A PARTICULAR DESIGN, PROCESS OR PRODUCT OF A PARTICULAR MANUFACTURER OR MANUFACTURERS IS REQUIRED BY THE CONTRACT DOCUMENTS, OR WHERE THE COPYRIGHT VIOLATIONS ARE CONTAINED IN DRAWINGS, SPECIFICATIONS OR OTHER DOCUMENTS PREPARED BY THE ARCHITECT, AND SHALL NOT BE RESPONSIBLE TO OWNER IF OWNER REQUIRES A PARTICULAR DESIGN, PROCESS OR PRODUCT THAT CONSTITUTES A COPYRIGHT VIOLATION. However, if the Contractor has reason to believe that the required design, process or product is an infringement of a copyright or a patent, the Contractor shall be responsible for such loss unless such information is promptly furnished to the Owner and Architect in writing.

§ 7.15 Indemnification

§ 7.15.1 TO THE FULLEST EXTENT PERMITTED BY LAW, THE CONTRACTOR SHALL WAIVE AND RELEASE CLAIMS AGAINST AND SHALL INDEMNIFY AND HOLD HARMLESS THE OWNER, ARCHITECT, OWNER'S TRUSTEES, ARCHITECT'S CONSULTANTS, OWNER'S CONSULTANTS AND OFFICERS, AGENTS AND EMPLOYEES OF ANY OF THEM, FROM AND AGAINST CLAIMS, DAMAGES, LOSSES, CAUSES OF ACTION, SUITS, JUDGMENTS AND EXPENSES, INCLUDING BUT NOT LIMITED TO ATTORNEYS' FEES, ARISING OUT OF OR RESULTING FROM PERFORMANCE OF THE WORK, PROVIDED THAT SUCH CLAIM, DAMAGE, LOSS OR EXPENSE IS ATTRIBUTABLE TO BODILY INJURY, SICKNESS, DISEASE OR DEATH, OR TO INJURY TO OR DESTRUCTION OF TANGIBLE PROPERTY (INCLUDING THE WORK ITSELF) INCLUDING LOSS OF USE RESULTING THEREFROM, BUT ONLY TO THE EXTENT CAUSED IN WHOLE OR IN PART BY WILLFUL OR NEGLIGENT ACTS OR OMISSIONS OF THE CONTRACTOR, A SUB-CONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THEM, ANYONE THEY CONTROL OR EXERCISE CONTROL OVER, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, REGARDLESS OF WHETHER OR NOT SUCH CLAIM, DAMAGE, LOSS OR EXPENSE IS CAUSED IN PART BY ANY WILLFUL OR NEGLIGENT ACTS OR OMISSIONS OF OWNER OR OWNER'S CONSULTANTS OR OTHER INDEMNIFIED PARTIES. SUCH OBLIGATION SHALL NOT BE CONSTRUED TO NEGATE, ABRIDGE, OR REDUCE OTHER RIGHTS OR OBLIGATIONS OF INDEMNITY THAT WOULD OTHERWISE EXIST AS TO A PARTY OR PERSON DESCRIBED IN THIS SECTION 3.18. ALL COSTS AND EXPENSES SO INCURRED BY ANY OF THE INDEMNIFIED PARTIES IN THAT EVENT SHALL BE REIMBURSED BY CONTRACTOR TO THE INDEMNIFIED PARTIES, AND ANY COST AND EXPENSES SO INCURRED BY INDEMNIFIED PARTIES SHALL BEAR INTEREST UNTIL REIMBURSED BY CONTRACTOR, AT THE RATE OF INTEREST PROVIDED TO BE PAID BY THE JUDGMENT UNDER THE LAWS OF THE STATE OF TEXAS.

§ 7.15.2 IN CLAIMS AGAINST ANY PERSON OR ENTITY INDEMNIFIED UNDER THIS SECTION 7.15 BY AN EMPLOYEE OF THE CONTRACTOR, A SUBCONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THEM, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, THE INDEMNIFICATION OBLIGATION UNDER SECTION 7.15.1 SHALL NOT BE LIMITED BY A LIMITATION ON AMOUNT OR TYPE OF DAMAGES, COMPENSATION, OR BENEFITS PAYABLE BY OR FOR THE CONTRACTOR OR A SUBCONTRACTOR UNDER INSURANCE POLICIES, WORKERS' COMPENSATION ACTS, DISABILITY BENEFIT ACTS, OR OTHER EMPLOYEE BENEFIT ACTS.

§ 7.15.3 THE OBLIGATIONS OF THE CONTRACTOR UNDER THIS SECTION 7.15 SHALL NOT EXTEND TO THE LIABILITY OF THE ARCHITECT, THE ARCHITECT'S CONSULTANTS, AND AGENTS AND EMPLOYEES OF ANY OF THEM, CAUSED BY OR RESULTING FROM: (1) DEFECTS IN PLANS, DESIGNS, OR SPECIFICATIONS PREPARED, APPROVED, OR USED BY THE ARCHITECT OR ENGINEER; OR (2) NEGLIGENCE OF THE ARCHITECT OR ENGINEER IN THE RENDITION OR CONDUCT OF PROFESSIONAL DUTIES CALLED FOR OR ARISING OUT OF THE CONSTRUCTION CONTRACT AND THE PLANS, DESIGNS, OR SPECIFICATIONS THAT ARE A PART OF THE CONSTRUCTION CONTRACT; AND (3) ARISING FROM : (A) PERSONAL INJURY OR DEATH; (B) PROPERTY DAMAGE; OR (C) ANY OTHER EXPENSE THAT ARISES FROM PERSONAL INJURY, DEATH, OR PROPERTY DAMAGE, OR AS OTHERWISE LIMITED BY TEXAS CIVIL PRACTICE & REMEDIES CODE SECTION 130.001 *ET SEQ*.

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§ 7.15.4 THE OWNER MAY CAUSE ANY OTHER CONTRACTOR WHO MAY HAVE A CONTRACT WITH THE OWNER TO PERFORM CONSTRUCTION OR INSTALLATION WORK IN THE AREAS WHERE WORK WILL BE PERFORMED UNDER THIS AGREEMENT, TO AGREE TO INDEMNIFY AND TO HOLD THE OWNER AND THE CONTRACTOR HARMLESS FROM ALL CLAIMS FOR BODILY INJURY AND PROPERTY DAMAGE TO THE SAME EXTENT AS IS PROVIDED IN SECTION 7.15.1 ABOVE. LIKEWISE, CONTRACTOR AGREES TO INDEMNIFY AND TO HOLD THE OWNER'S OTHER CONTRACTORS HARMLESS FROM ALL CLAIMS FOR BODILY INJURY AND PROPERTY DAMAGE TO THE SAME EXTENT AS PROVIDED IN SECTION 7.15.1 ABOVE.

§ 7.15.5 THE PROVISIONS OF SECTION 7.15 IN ITS ENTIRETY SHALL SURVIVE THE COMPLETION, TERMINATION OR EXPIRATION OF THIS CONTRACT

§ 7.15.6 It is agreed with respect to any legal limitations now or hereafter in effect and affecting the validity or enforceability of the indemnification obligations under Paragraph 7.15, such legal limitations are made a part of the indemnification obligation and shall operate to amend the indemnification obligation to the minimum extent necessary to bring the provision into conformity with the requirements of such limitations, and as so modified, the indemnification obligations shall continue in full force and effect.

§ 7.15.7 It is understood and agreed that Subparagraph 7.15.1 above is subject to, and expressly limited by, the terms and conditions of Texas Civ. Prac. & Rem. Code Ann. Sec. 130.001 to 130.005, as amended.

§ 7.15.8 THE OWNER MAY CAUSE ANY OTHER CONTRACTOR WHO MAY HAVE A CONTRACT WITH THE OWNER TO PERFORM CONSTRUCTION OR INSTALLATION WORK IN THE AREAS WHERE WORK WILL BE PERFORMED UNDER THIS AGREEMENT, TO AGREE TO INDEMNIFY AND TO HOLD THE OWNER AND THE CONTRACTOR HARMLESS FROM ALL CLAIMS ATTRIBUTABLE TO BODILY INJURY, SICKNESS, DISEASE OR DEATH OR TO INJURY TO OR DESTRUCTION OF TANGIBLE PROPERTY (INCLUDING THE WORK ITSELF) INCLUDING LOSS OF USE, TO THE SAME EXTENT AS PROVIDED IN SUBPARAGRAPH 7.15.1 ABOVE.

§ 7.16 ANTITRUST VIOLATION. To permit the Owner to recover damages suffered in antitrust violations, Contractor hereby assigns to Owner any and all claims for overcharges associated with this Contract which violate the antitrust laws of the United States, 15 U.S.C.A. Section 1 *et seq*. The Contractor shall include this provision in its agreements with each subcontractor and supplier. Each subcontractor shall include such provisions in agreements with sub-subcontractors and suppliers.

ARTICLE 8 ARCHITECT

§ 8.1 The Owner shall retain an Architect to perform the services enumerated in this Article 8 and as described elsewhere in this Master Agreement. If an Architect is not required by law, or otherwise not engaged on the Project, the Owner shall perform such services.

§ 8.2 The Architect listed on each Work Order will provide administration of the Contract as described in the Contract Documents and will be an Owner's representative during construction, until final payment is due, and, with the Owner's concurrence, from time to time during the one-year period for correction of Work described in Article 16. The Architect will have authority to act on behalf of the Owner only to the extent provided in the Contract Documents, unless otherwise modified in writing in accordance with other provisions of the Contract Documents, or as they may be amended in the future.

§ 8.3 Duties, responsibilities, and limitations of authority of the Architect as set forth in the Contract Documents shall not be restricted, modified, or extended without written consent of the Owner, Contractor, and Architect. Consent shall not be unreasonably withheld.

§ 8.4 The Architect or his authorized representative, as a representative of the Owner, shall visit the site at least once per week (or more per week when deemed necessary by the Owner's authorized representative or when necessary to protect Owner's interest), and at other intervals appropriate to the stage of the Contractor's operations to inspect the progress, quantity and quality of the work completed, to reject any observed nonconforming Work, and to determine if the Work is being performed in a manner indicating that the Work, when completed, will be in accordance with the Construction Documents and the Contract Documents and on time. Furthermore, a minimum of

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two job site meetings per month from commencement of construction through Final Completion will be initiated by the Architect. Attendees will include Owner, the Contractor's project manager and/or Owner's authorized representative, Architect's project representative, and Architect. Architect or his authorized representative will provide on-site observations prior to and during all concrete pours that contribute to the structural integrity of the building, including all pours of concrete piers, footings, grade beams, floor slabs, and concrete superstructure components, if applicable. In addition, Architect or his authorized representative will provide on-site observations prior to covering up or closing up of portions of the construction that, if covered, would conceal problems with the structural integrity of the Project. Contractor shall not close or cover said Work until said observations have occurred. Contractor or Architect will advise Owner of the need for any third-party laboratory or testing services to assist the Architect and Owner. On the basis of the on-site observations by Architect, Architect shall keep Owner and Contractor informed of the progress and quality of the Work, through Architect's field reports, and shall guard Owner against defects and deficiencies in the Work. Architect shall promptly notify Owner and Contractor orally regarding any defect or nonconforming Work, which shall be followed by notice in writing of defects or nonconforming Work noted and corrective actions taken or recommended. The Architect, however, shall not have control over or responsibility for the Contractor's construction means, methods, techniques, sequences, procedures, or safety programs, but this does not relieve Architect of Architect's responsibilities under this Agreement. Any services by Contractor made necessary by Contractor's construction defect or nonconforming Work shall be performed at no additional cost to Owner.

§ 8.5 The Architect will not be responsible for the Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents. The Architect will not have control over or charge of and will not be responsible for acts or omissions of the Contractor, Subcontractors, or their agents or employees, or any other persons or entities performing portions of the Work. The Contractor shall reimburse the Owner for compensation paid to the Architect for additional site visits made necessary by the fault, neglect, or request of the Contractor.

§ 8.6 Based on the Architect's evaluations of the Work and of the Contractor's Applications for Payment, the Architect will review and certify the amounts due the Contractor and will issue Certificates for Payment in such amounts.

§ 8.7 The Architect has authority to reject Work that does not conform to the Contract Documents and to require inspection or testing of the Work.

§ 8.8 The Architect will review and approve or take other appropriate action upon the Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents.

§ 8.9 The Architect will interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect will make initial decisions on all claims, disputes and other matters in question between the Owner and Contractor but will not be liable for results of any interpretations or decisions rendered in good faith.

§ 8.10 The Architect's decisions on matters relating to aesthetic effect will be final if consistent with the intent expressed in the Contract Documents.

ARTICLE 9 SUBCONTRACTORS

§ 9.1 A Subcontractor is a person or entity who has a direct contract with the Contractor to perform a portion of the Work at a Project site.

§ 9.2 Unless otherwise stated in the Contract Documents, the Contractor, as soon as practicable after execution of a Work Order, shall notify the Owner and Architect in writing of the Subcontractors or suppliers proposed for each of the principal portions of the Work. The Contractor shall not contract with any Subcontractor or supplier to whom the Owner or Architect has made reasonable written objection within 14 (fourteen) days after receipt of the Contractor's list of Subcontractors and suppliers. Failure of the Architect to provide notice within the 14-day period shall constitute notice of no reasonable objection. All subcontractors shall be procured in accordance with Texas Education Code Chapter 44, Subchapter B, and Texas Government Code Chapter 2269, as applicable. A notice of no reasonable objection shall in no way relieve the Contractor from full responsibility for performance and completion of the Work and its obligations under the Contract Documents. The Contractor shall be fully responsible for the performance of its subcontractors, including those recommended or approved by the Owner. If the Owner or

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Architect has reasonable objection to a person or entity proposed by the Contractor, the Contractor shall propose another to whom the Owner or Architect has no reasonable objection. When the parties agree on a proposed substitute Subcontractor, the Contract Sum and Contract Time shall be increased or decreased by the difference, if any, occasioned by such change, and an appropriate Change Order shall be issued before commencement of the substitute Subcontractor's Work. However, no increase in the Contract Sum or Contract Time shall be allowed for such change unless the Contractor has acted promptly and responsively in submitting names as required. The Contractor shall not contract with a proposed person or entity to whom the Owner or Architect has made reasonable and timely objection. The Contractor shall not be required to contract with anyone to whom the Contractor has made reasonable objection.

§ 9.3 Contracts between the Contractor and Subcontractors shall (1) require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by the terms of the Contract Documents, and to assume toward the Contractor all the obligations and responsibilities, including the responsibility for safety of the Subcontractor's Work, which the Contractor, by the Contract Documents, assumes toward the Owner and Architect, and (2) allow the Subcontractor the benefit of all rights, remedies and redress against the Contractor that the Contractor, by the Contract Documents, has against the Owner.

§ 9.4 Each Contractor or subcontractor shall be required to completely familiarize itself with the plans and specifications, to visit the Work site to completely familiarize itself with existing conditions, and to conduct any other appropriate investigations, inspections or inquiries prior to submission of a bid or proposal. No increases in Contract Sums shall be allowed for failure to so inspect or investigate.

§ 9.5 Notice of Subcontractor Default
Contractor shall promptly notify Owner and Architect of any material defaults by any Subcontractor or Sub-subcontractor. Notwithstanding any provision contained in Article 5 to the contrary, it is hereby acknowledged and agreed that Owner has in no way agreed, expressly or implicitly, nor will Owner agree, to allow any Subcontractor, Sub-subcontractor or other materialman or worker employed by Contractor the right to obtain a personal judgment or to create a mechanic's or materialman's lien against Owner for the amount due from the Owner or the Contractor.

ARTICLE 10 CONSTRUCTION BY OWNER OR BY SEPARATE CONTRACTORS

§ 10.1 The term "Separate Contractor(s)" shall mean other contractors retained by the Owner under separate agreements. The Owner reserves the right to perform construction or operations related to a Project with the Owner's own forces, and with Separate Contractors retained under Conditions of the Contract substantially similar to those of this Contract, including those provisions of the Conditions of the Contract related to insurance and waiver of subrogation. The Owner reserves the right to perform other non-Project-related construction work, maintenance and repair work, and school program operations at the site and near the site during the time period of the Work.

§ 10.2 The Contractor shall afford the Owner and the Owner's separate contractors reasonable opportunity for introduction and storage of their materials and equipment and performance of their activities, and shall connect and coordinate the Contractor's activities with theirs as required by the Contract Documents.

§ 10.3 The Owner shall be reimbursed by the Contractor for costs incurred by the Owner which are payable to a separate contractor because of delays, improperly timed activities or defective construction of the Contractor. The Owner shall be responsible to the Contractor for costs incurred by the Contractor because of delays, improperly timed activities, damage to the Work, or defective construction of a separate contractor.

ARTICLE 11 CHANGES IN THE WORK

§ 11.1 By appropriate written Modification, changes in the Work may be accomplished after execution of a Work Order. The Owner, without invalidating the Contract, may order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions, with the Contract Sum and Contract Time being adjusted accordingly. Such changes in the Work shall be authorized by written Change Order signed by the Owner, Contractor, and Architect, or by written Construction Change Directive signed by the Owner and Architect. Upon issuance of the Change Order or Construction Change Directive, the Contractor shall proceed promptly with such changes in the Work, unless otherwise provided in the Change Order or Construction Change Directive. A properly prepared written request for a change in the Work by Contractor shall be accompanied by sufficient supporting data and information to permit the Architect to make a recommendation to Owner.

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§ 11.2 Adjustments in the Contract Sum and Contract Time resulting from a change in the Work shall be determined by mutual agreement of the parties or, in the case of a Construction Change Directive signed only by the Owner and Architect, by the Contractor's cost of labor, material, equipment, and reasonable overhead and profit, unless the parties agree on another method for determining the cost or credit. In order to facilitate checking of quotations for extras or credits, all proposals, except those so minor that their propriety can be seen by inspection, shall be accompanied by a complete itemization of costs including labor, materials and Subcontracts. Labor and materials shall be itemized in the manner prescribed above. Where major cost items are Subcontracts, they shall be itemized also. In no case will a change be approved without such itemization. Pending final determination of the total cost of a Construction Change Directive, the Contractor may request payment for Work completed pursuant to the Construction Change Directive. The Architect will make an interim determination of the amount of payment due for purposes of certifying the Contractor's monthly Application for Payment. When the Owner and Contractor agree on adjustments to the Contract Sum and Contract Time arising from a Construction Change Directive, the Architect will prepare a Change Order.

§ 11.3 The Architect will have authority to order minor changes in the Work not involving adjustment in the Contract Sum or extension of the Contract Time and not inconsistent with the intent of the Contract Documents. Such changes shall be effected by written order and shall be binding on the Owner and Contractor. The Contractor shall carry out such written orders promptly. If the Contractor believes that the proposed minor change in the Work will affect the Contract Sum or Contract Time, the Contractor shall notify the Architect and shall not proceed to implement the change in the Work.

§ 11.4 If concealed or unknown physical conditions are encountered at the site that differ materially from those indicated in the Contract Documents or from those conditions ordinarily found to exist, the Contract Sum and Contract Time shall be equitably adjusted as mutually agreed between the Owner and Contractor; provided that the Contractor provides notice to the Owner and Architect promptly and before conditions are disturbed.

§ 11.5 Changes in the Work shall be performed under applicable provisions of the Contract Documents or Construction Documents. The Contractor shall proceed promptly with changes in the Work, unless otherwise provided in the Change Order, Construction Change Directive, or order for a minor change in the Work. Contractor shall not make any claim for an adjustment to time, Contract Sum or Guaranteed Maximum Price due to: a change in the materials used; a change in the specified manner of constructing and/or installing the Work; or additional labor, services, or materials, beyond that actually required by the terms of the Construction Documents or the Contract Documents, unless made pursuant to a written order or directive from Owner authorizing Contractor to proceed with a change in the Work. No claim for an adjustment to time, Contract Sum or Guaranteed Maximum Price shall be valid unless so ordered or directed.

§ 11.6 The total Contractor mark-up for overhead, profit, or fee for work performed by the Contractor's own forces shall not exceed 10% of the cost of the change in the Work. The total Contractor mark-up for overhead, profit or fee for supervision of work performed by subcontractors' forces shall not exceed 10% of the cost of the change in the Work. The total subcontractor mark-up for overhead, profit or fee for work performed by the subcontractor's forces shall not exceed 10% of the cost of the change in the Work. In no event shall total mark-up for overhead, profit or fee in any work which involves a subcontractor or one or more sub-subcontractors, regardless of who performs the work, exceed 20% of the total cost of the change in the Work.

§ 11.7 Allowance balances may be used to fund changes in the Work. The Contractor will not be allowed an overhead, profit, or fee mark-up when changes in the Work are funded by one of the Allowances.

§ 11.8 If the Contract Sum is $1,000,000.00 or more, or if the Contract Sum is less than $1,000,000.00, and any Change Order, Construction Change Directives, or other Changes in the Work would increase the Contract Sum to $1,000,000.00 or more, the total of all Change Orders, Construction Change Directives, or other Changes in the Work may not increase the Contract Sum by more than 25% of the original Contract Sum. Any Change Order, Construction Change Directive, or other Change in the Work that would exceed that limit is void and of no effect. Texas Education Code § 44.0411.

ARTICLE 12 TIME

§ 12.1 Time limits stated in the Contract Documents are of the essence of the Contract. By executing the Work Order, the Contractor confirms that the Contract Time is a reasonable period for performing the Work.

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§ 12.2 Unless otherwise provided, Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Final Completion of the Work.

§ 12.3 The term "day" as used in the Contract Documents shall mean calendar day unless otherwise specifically defined.

§ 12.4 The date of Substantial Completion is the date certified by the Architect in accordance with Section 13.6.3. The date of Final Completion is the date certified by the Architect in accordance with Paragraph 13.7.1. Unless otherwise agreed in writing by Owner, Contractor agrees that Final Completion shall occur not more than 30 days after the date of Substantial Completion.

§ 12.5 If the Contractor is delayed at any time in the commencement or progress of the Work by (1) changes ordered by the Owner in the Work; (2) by fire, governmental actions, or adverse weather conditions not reasonably anticipatable and sufficiently documented, or (3) by other causes beyond the Contractor's reasonable control, which the Architect and Owner determine may justify delay, then the Contract Time shall be extended for such reasonable time as the Architect and Owner may determine, subject to the provisions of Article 19.

§ 12.6 This Agreement does not permit the recovery of damages, including, without limitation, extended home office overhead expenses, general conditions, or other consequential damages, by the Contractor for delay or disruption or for extensions of time due to bad weather or acts of God. Contractor agrees that the only possible compensation for any delay is an extension of time.

ARTICLE 13 PAYMENTS AND COMPLETION

§ 13.1 Schedule of Values

§ 13.1.1 Where the Contract is based on a Stipulated Sum or the Cost of the Work with a Guaranteed Maximum Price pursuant to the Work Order, the Contractor shall submit a schedule of values to the Architect before the first Application for Payment, allocating the entire Stipulated Sum or Guaranteed Maximum Price to the various portions of the Work. The schedule of values shall be prepared in the form, and supported by the data to substantiate its accuracy required by the Architect. This schedule of values, unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's Applications for Payment. Any changes to the schedule of values shall be submitted to the Architect and supported by such data to substantiate its accuracy as the Architect may require, and unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's subsequent Applications for Payment.

§ 13.1.2 The allocation of the Stipulated Sum or Guaranteed Maximum Price under this Section 13.1 shall not constitute a separate stipulated sum or guaranteed maximum price for each individual line item in the schedule of values.

§ 13.2 [Intentionally Deleted]

§ 13.3 Applications for Payment

§ 13.3.1 Applications for Payment will be submitted individually for each Contract as set forth in this section 13.3.

§ 13.3.2 At least ten days before the date established for each progress payment, the Contractor shall submit to the Architect an itemized Application for Payment prepared in accordance with the schedule of values, if required under Section 13.1, for completed portions of the Work. The application shall be notarized, if required; be supported by all data substantiating the Contractor's right to payment that the Owner or Architect require; shall reflect retainage; and include any revised cost control information required by Section 13.2.4. Applications for Payment shall not include requests for payment for portions of the Work for which the Contractor has not been invoiced by a Subcontractor or supplier, unless Contractor has self-performed the Work.

§ 13.3.2.1 Contractor agrees that, for purposes of Texas Government Code Sections 2251.021 and 2251.042, receipt of the Application for Payment by the Architect shall not be construed as receipt of an invoice by the Owner. Contractor further agrees that Owner's receipt of the Certificate for Payment shall be construed as receipt of an invoice by the Owner, for purposes of Texas Government Code Sections 2251.021 and 2251.042.

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§ 13.3.2.2 Until Final Completion of the Work, the Owner shall withhold retainage as provided in the Contract Documents, except that Owner shall not pay amounts for which the Architect refuses to certify payment, or the Owner refuses to pay, as provided herein in Article 7, as amended. The retainage shall be paid with the Final Payment. (*Note: if more than 5% is retained, under Texas law, then the retainage must be placed in an interest-bearing account, and the contractor must be paid the interest earned on the retainage upon completion of the Work. Texas Government Code Section 2252.032*).

§ 13.3.3 With each Application for Payment where the Contract Sum is based upon the Cost of the Work with a Guaranteed Maximum Price, the Contractor shall submit payrolls, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner to demonstrate that cash disbursements already made by the Contractor on account of the Cost of the Work equal or exceed progress payments already received by the Contractor plus payrolls for the period covered by the present Application for Payment, less that portion of the progress payments attributable to the Contractor's Fee.

§ 13.3.4 Payments will be made on the basis of invoices for specific materials or equipment incorporated in the Work and specific materials or equipment (1) suitably stored at the site or (2) suitably stored at some off-site location, provided the following conditions are met for off-site storage:

.1 The location must be agreed to, in writing, by the Owner and Surety.

.2 The location must be a bonded warehouse.

.3 The Contractor's Surety must agree, in writing, to the amounts included in each Application for Payment.

.4 The Contractor must bear the cost of the Owner's and Architect's expenses related to visiting the off-site storage area and reviewing the stored contents. Contractor acknowledges that Architect's time may be an Additional Service and shall compensate Architect directly for same upon request.

.5 Payment shall not include any charges for overhead or profit on stored materials.

.6 Payments for materials or equipment stored on or off the site shall be conditioned upon submission by the Contractor of bills of sale or such other documentation satisfactory to the Owner to establish the Owner's title to such materials or equipment or otherwise protect the Owner's interest, including applicable insurance (naming the Owner as insured and naming the specific materials or equipment stored and their location) and proof of delivery to the site for those materials and equipment stored off the site. Under no circumstances will the Owner reimburse the Contractor for down payments, deposits, or other advance payments for materials or equipment until the materials or equipment are delivered to Owner's site or the agreed-upon off-site storage. Failure to follow these procedures shall result in nonpayment for storage of or insurance on stored materials and equipment. Failure to follow these procedures shall also result in nonpayment of materials and equipment until said materials and equipment are incorporated into the Work

§ 13.3.5 The Contractor warrants that title to all Work covered by an Application for Payment will pass to the Owner no later than the time of payment. The Contractor further warrants that upon submittal of an Application for Payment all Work for which Certificates for Payment have been previously issued and payments received from the Owner shall, to the best of the Contractor's knowledge, information and belief, be free and clear of liens, claims, security interests or other encumbrances adverse to the Owner's interests. Neither Contractor nor any of its materialmen, laborers or Subcontractors shall have any lien rights against the Owner's lands, building funds, materials or other property. No materialmen, laborers or Subcontractors of the Contractor shall have any enforceable rights against the Owner on this Contract. Materialmen. laborers and Subcontractors of the Contractor may have rights under any Payment Bond provided by the Contractor, but cannot look to the Owner for any help in enforcement of those rights. CONTRACTOR SHALL WAIVE, RELEASE, INDEMNIFY, AND HOLD OWNER HARMLESS FROM ANY LIENS, CLAIMS, SECURITY INTERESTS OR ENCUMBRANCES FILED BY THE CONTRACTOR, SUBCONTRACTORS, OR ANYONE CLAIMING BY, THROUGH, OR UNDER THE CONTRACTOR OR SUBCONTRACTOR FOR ITEMS COVERED BY PAYMENTS MADE BY THE OWNER TO CONTRACTOR.

§ 13.3.6 By signing each Application for Payment, the Contractor stipulates and certifies to the following: that the information presented is true, correct, accurate and complete; that the Contractor has made the necessary detailed

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examinations, audits, and arithmetic verifications; that the submitted Work has been completed to the extent represented in the Applications for Payment; that the materials and supplies identified in the Applications for Payment have been purchased, paid for, and received; that the subcontractors have been paid as identified in the Applications for Payment or that Contractor has been invoiced for same; that Contractor has made the necessary on-site inspections to confirm the accuracy of the Applications for Payment; that there are no known mechanics' or materialmen's liens outstanding at the date of the Application for Payment; that all due and payable bills with respect to the Work have been paid to date or are included in the amount requested in the current Payment Application; that, except for such bills not paid but so included, there is no known basis for the filing of any mechanics' or materialmen's liens on the Work; that the Payment Application includes only Work self-performed by Contractor or for which Contractor has been invoiced; and that releases from all Subcontractors and materialmen have been obtained in such form as to constitute an effective release of lien under the laws of the State of Texas covering all Work performed and for which payment has been made by the Owner to the Contractor. Contractor understands that documents submitted to Owner become government documents under the laws of the State of Texas. Contractor further understands that falsification of Contractor's Application for Payment may constitute a violation of the penal laws of the State of Texas, including, but not limited to, Texas Penal Code Sections 32.46, 37.09, and 37.10, and may justify termination of Contractor's Contract with Owner. Contractor further understands and agrees that falsification of documents may entitle Owner to restitution as permitted by Texas law and these Contract Documents.

§ 13.4 Certificates for Payment

§ 13.4.1 The Architect will, within seven days after receipt of the Contractor's Application for Payment, carefully evaluate and review the Application for Payment and, when appropriate, return the Application for Payment to the Contractor if incomplete or inaccurate. If the Application for Payment is complete, then the Architect shall sign and either (1) certify and issue to the Owner a Certificate for Payment, with a copy to the Contractor, for such amount as the Architect determines is properly due, or (2) notify the Contractor and Owner in writing with a detailed statement of the Architect's reasons for withholding certification in whole or in part as provided in Section 13.4.3. Architect's written reasons for withholding certification shall be construed as the notice required by Texas Government Code Section 2251.042 *et seq*. Owner may not withhold from payments more than 110% of the disputed amount. Owner shall provide certifications of payment for any of the Owner's separate consultants or contractors on Architect's prior written request

§ 13.4.2 The issuance of a Certificate for Payment will constitute a representation by the Architect to the Owner, that the Architect has observed the progress of the Work and determined that, in the Architect's professional opinion, Work has progressed to the point indicated, and the quality of the Work is in accordance with the Contract Documents. Further, the issuance of the Certificate for Payment will constitute a representation by the Architect to the Owner that the Architect has carefully evaluated and certified that the amounts requested in the Application for Payment are valid and correct. The foregoing representations are subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to results of subsequent tests and inspections, to correction of minor deviations from the Contract Documents prior to completion and to specific qualifications expressed by the Architect in writing to the Owner. However, the issuance of a Certificate for Payment will not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work; (2) reviewed construction means, methods, techniques, sequences or procedures; (3) reviewed copies of requisitions received from Subcontractors and suppliers and other data unless requested by the Owner to substantiate the Contractor's right to payment; or (4) made examination to ascertain how or for what purpose the Contractor has used money previously paid on account of the Contract Sum. Examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's accountants or other representatives of the Owner acting in the sole interest of the Owner.

§ 13.4.2.1 The issuance of a Certificate for Payment shall constitute a recommendation to the Owner regarding the amount to be paid. This recommendation is not binding on the Owner if Owner knows of other reasons under the Contract Documents why payment should be withheld.

§ 13.4.3 The Architect may withhold a Certificate for Payment in whole or in part, to the extent reasonably necessary to protect the Owner, if in the Architect's opinion the representations to the Owner required by Section 13.4.2 cannot be made. If the Architect is unable to certify payment in the amount of the Application, the Architect will notify the Contractor and Owner as provided in Section 13.4.1. If the Contractor and the Architect cannot agree on a revised amount, the Architect will promptly issue a Certificate for Payment for the amount for which the Architect is able to make such representations to the Owner. The Architect may also withhold a Certificate for Payment or,

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because of subsequently discovered evidence, may nullify the whole or a part of a Certificate for Payment previously issued, to such extent as may be necessary in the Architect's opinion to protect the Owner from loss for which the Contractor is responsible, including loss resulting from acts and omissions described in Section 7.2.2, because of

.1 defective Work not remedied;
.2 third-party claims filed or reasonable evidence indicating probable filing of such claims unless security acceptable to the Owner is provided by the Contractor;
.3 failure of the Contractor to make payments properly to Subcontractors or suppliers for labor, materials or equipment;
.4 reasonable evidence that the Work cannot be completed for the unpaid balance of the Contract Sum;
.5 damage to the Owner or a Separate Contractor;
.6 reasonable evidence that the Work will not be completed within the Contract Time and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay; or
.7 repeated failure to carry out the Work in accordance with the Contract Documents; or
.8 failure to submit a written plan indicating action by the Contractor to regain the time schedule for completion of Work within the Contract time.

§ 13.4.4 The Architect may not withhold a Certificate for Payment in whole or in part, and the Owner shall not withhold payments to the Contractor, pertaining to one Contract to offset amounts in dispute under a separate Contract.

§ 13.4.5 When the Contractor disputes the Architect's decision regarding a Certificate for Payment under Section 13.4.3, in whole or in part, the Contractor may submit a Claim in accordance with Article 19.

§ 13.4.6 Pursuant to Texas Government Code Section 2251.051, if the Owner does not pay the Contractor any payment certified by the Architect, which is undisputed, due, and owing after the date the payment is due under the Contract Documents then the Contractor, upon ten (10) additional days' written notice to the Owner and Architect that payment has not been made and the Contractor intends to suspend performance for nonpayment, may stop the Work until payment of the undisputed amount owing has been received. If the Owner provides written notice to the Contractor that: 1) payment has been made; or 2) a bona fide dispute for payment exists, listing the specific reasons for nonpayment, then Contractor shall be liable for damages resulting from suspension of the Work. If a reason specified is that labor, services, or materials provided by the Contractor are not provided in compliance with the Contract Documents, then the Contractor shall be provided a reasonable opportunity to cure the noncompliance or to compensate Owner for any failure to cure the noncompliance. No amount shall be added to the Contract Sum as a result of a dispute between Owner and Contractor unless and until such dispute is resolved in Contractor's favor.

§ 13.4.7 If the Architect does not issue a Certificate for Payment within seven days after receipt of the Contractor's Application for Payment, through no fault of the Contractor, then the Contractor shall provide written notice to the Owner, and the Owner shall have fourteen (14) business days after receipt of such notice to provide or obtain a Certificate for Payment. If Owner fails to provide or obtain the Certificate for Payment, then the Contractor may, upon fourteen (14) additional business days' written notice to the Owner and Architect, stop the Work until payment of the undisputed amount owing has been received.

§ 13.4.8 If the Owner is entitled to reimbursement or payment from the Contractor under or pursuant to the Contract Documents, then such payment shall be made promptly upon demand by the Owner. Notwithstanding anything contained in the Contract Documents to the contrary, if the Contractor fails to promptly make any payment due to Owner, pursuant to the Contract, or if the Owner incurs any costs and expenses to cure any default of the Contractor or to correct defective Work, then the Owner shall have an absolute right to offset such amount against the Contract Sum and, in the Owner's sole discretion and without waiving any other remedies, may elect either to:

.1 deduct an amount equal to that which the Owner is entitled from any payment then or thereafter due to Contractor from the Owner, or

.2 issue a written notice to the Contractor reducing the Contract Sum by an amount equal to that which the Owner is entitled.

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§ 13.5 Progress Payments

§ 13.5.1 The Contractor shall pay each Subcontractor, no later than seven days after receipt of payment from the Owner, the amount to which the Subcontractor is entitled, reflecting percentages actually retained from payments to the Contractor on account of the Subcontractor's portion of the Work. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to sub-subcontractors in a similar manner. In compliance with Texas Government Code Section 2251.022, the Contractor shall, within ten (10) days following receipt of payment from the Owner, pay all bills for labor and materials performed and furnished by others in connection with the Work, and shall, if requested, provide the Owner with evidence of such payment. Contractor shall include a provision in each of its subcontracts imposing the same payment obligations on its Subcontractors as are applicable to the Contractor hereunder, and if the Owner so requests, shall provide to the Owner copies of such Subcontractor payments. If the Contractor has failed to make payment promptly to the Contractor's Subcontractors or for materials or labor used in the Work for which the Owner has made payment to the Contractor, then the Owner shall be entitled to withhold payment to the Contractor in part or in whole to the extent necessary to protect the Owner. This Section is subject to the provisions of Texas Business and Commerce Code Chapter 56

§ 13.5.2 [Intentionally Deleted].

§ 13.5.3 A Certificate for Payment, a progress payment, or partial or entire use or occupancy of the Project by the Owner shall not constitute acceptance of Work not in accordance with the Contract Documents.

§ 13.5.4 The Contractor shall defend and indemnify the Owner from all loss, liability, damage or expense, including reasonable attorney's fees and litigation expenses, arising out of any lien claim or other claim for payment by any Subcontractor or supplier of any tier. Upon receipt of notice of a lien claim or other claim for payment, the Owner shall notify the Contractor. If approved by the applicable court, when required, the Contractor may substitute a surety bond for the property against which the lien or other claim for payment has been asserted.

§ 13.5.5 Contractor shall not withhold as a retainage a greater percentage from Subcontractors or materialmen than the percentage that Owner withheld as retainage from payments to Contractor.

§ 13.6 Substantial Completion

§ 13.6.1 Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use; all Project systems included in the Work or designated portion thereof have been successfully tested and are fully operational; all required governmental inspections and certifications required of the Work have been made, approved and posted; designated initial instruction of Owner's personnel in the operation of Project systems has been completed; and all the required finishes set out in the Construction Documents are in place. The only remaining Work shall be minor in nature so that the Owner can occupy the Work or the applicable portion of the Work for all of its intended purposes on that date; and the completion of the Work by the Contractor will not materially interfere with or hamper Owner's normal school operations or other intended use. As a further condition of a determination of Substantial Completion, the Contractor shall certify that all remaining Work shall be completed within 30 days. Contractor shall complete Owner's or the State's Substantial Completion Certificate. The payment certification shall state the date of Substantial Completion, the punch list provided by the Contractor to address all remaining areas of the Project, and all known Owner-accepted non-conforming work. Required certifications of work requested or required by the Owner shall be limited to work required under the Contract Documents.

§ 13.6.2 When the Contractor considers that the Work, or a portion thereof which the Owner agrees to accept separately, is substantially complete, the Contractor shall prepare and submit to the Architect a comprehensive list of items to be completed or corrected prior to final payment. Failure to include an item on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

§ 13.6.3 Upon receipt of the Contractor's list, the Architect will make an inspection to determine whether the Work or designated portion thereof is substantially complete. If the Architect's inspection discloses any item, whether or not included on the Contractor's list, which is not sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work or designated portion thereof for its intended use, then the Architect shall so notify the Contractor and Owner in writing, and the Contractor shall, before issuance of the Certificate of Substantial Completion, complete or correct such item upon notification by the Architect. In such case,

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the Contractor shall then submit a request for another inspection by the Architect to determine Substantial Completion. Except with the consent of the Owner, the Architect shall perform no more than five inspections to determine whether the Work or a designated portion thereof has attained Substantial Completion in accordance with the Contract Documents. The Owner shall be entitled to reimbursement from the Contractor for amounts paid to the Architect for any additional inspections. When the Architect determines that the Work or designated portion thereof is substantially complete, the Architect will prepare, sign and issue a Certificate of Substantial Completion which shall establish the date of Substantial Completion; establish responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance; and fix the time within which the Contractor shall finish all items on the list accompanying the Certificate. Warranties required by the Contract Documents shall commence on the date of Final Completion of the Work or designated portion thereof.

§ 13.6.4 The Certificate of Substantial Completion shall be submitted to the Owner and Contractor for their written acceptance of responsibilities assigned to them in the Certificate.

§ 13.7 Final Completion and Final Payment

§ 13.7.1 Upon receipt of the Contractor's notice that the Work is ready for final inspection and acceptance and upon receipt of a final Application for Payment, the Architect will promptly make such inspection. When the Architect finds the Work acceptable under the Contract Documents and the Contract fully performed, the Architect will promptly prepare, sign, and issue Owner's Certificate of Final Completion and a final Certificate for Payment certifying to the Owner that on the basis of the Architect's on-site visits and inspections, the Work has been completed in accordance with the Contract Documents and that the entire balance, including all retainages, found to be due the Contractor and noted in the final Certificate is due and payable. The Architect's final Certificate for Payment will constitute a further representation that conditions stated in Section 13.7.2 as precedent to the Contractor's being entitled to final payment have been fulfilled. Final payments shall be made by the Owner in accordance with Owner's regular schedule for payments.

§ 13.7.2 Final payment shall not become due until the Contractor has delivered to the Owner a complete release of all liens arising out of the Contract or receipts in full covering all labor, materials and equipment for which a lien could be filed, or a bond satisfactory to the Owner to indemnify the Owner against such lien. If such lien remains unsatisfied after payments are made, the Contractor shall refund to the Owner all money that the Owner may be compelled to pay in discharging such lien, including costs and reasonable attorneys' fees. In addition, the following items must be completed and received by the Owner before Final Payment will be due:

.1 Written certifications required by Sections 14.4, 14.5, and 14.6;
.2 Final list of subcontractors (AIA Document G705);
.3 Contractor's warranties, organized as required elsewhere in the Contract Documents;
.4 Maintenance and Instruction Manuals;
.5 Owner's Final Completion Certificate; and
.6 "As-constructed record drawings". At the completion of the Project, the Contractor shall submit one complete set of "as-constructed" record drawings, with all changes made during construction, including concealed mechanical, electrical, and plumbing items. The Contractor shall submit these as electronic, sepia, or other acceptable medium, in the discretion of the Owner. The "as-constructed" record drawings shall delete the seal of the Architect and/or the Engineer and any reference to those firms providing professional services to the Owner, except for historical or reference purposes.

Documents identified as affidavits must be notarized. All manuals will contain an index listing the information submitted. The index section will be divided and identified by tabbing each section as listed in the index. Upon request, the Architect will furnish the Contractor with blank copies of the forms listed above.

§ 13.7.3 The making of final payment shall not constitute a waiver of any claims by the Owner.

§ 13.7.4 Acceptance of final payment by the Contractor, a Subcontractor or supplier shall constitute a waiver of claims by that payee except those previously asserted pursuant to Article 19 and identified by that payee as unsettled at the time of the final Application for Payment.

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ARTICLE 14 PROTECTION OF PERSONS AND PROPERTY

§ 14.1 Safety Precautions and Programs

The Contractor shall be responsible for initiating, maintaining and supervising all safety precautions and programs in connection with the performance of the Contract and shall conform to all provisions of the "Manual of Accident Prevention in Construction", published by the Associated General Contractors of America, Inc., latest edition, and the Contractor further agrees to fully comply with all safety standards required by the Occupational Safety and Health Administration ("OSHA") 29 USC Section 651 *et seq.*, and all amendments thereto. However, the Contractor's duties herein shall not relieve any Subcontractor or any other person or entity, including any person or entity required to comply with all applicable federal, state and local laws, rules, regulations, and ordinances, from the obligation to provide for the safety of their employees, persons, and property and their requirements to maintain a work environment free of recognized hazards. Contractor shall provide reasonable fall protection safeguards and provide approved fall protection safety equipment for use by all exposed Contractor employees.

§ 14.1.2 Contractor's employees, agents, Subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable, shall not perform any service for Owner while under the influence of any amount of alcohol or any illegal controlled substance; or use, possess, distribute, or sell alcoholic beverages while on Owner's premises. No person shall: use, possess, distribute, or sell illegal or nonprescribed controlled drugs or drug paraphernalia; misuse legitimate prescription or over-the-counter drugs; or act in contravention of warnings on medications while performing the Work or while on Owner's premises. Contractor's employees, agents, Subcontractors, or anyone directly or indirectly employed by any of them, shall not distribute or sell alcohol or drugs of any kind to Owner's students or staff, regardless of the location of the distribution or sale.

§ 14.1.3 Contractor will comply with all applicable federal, state, and local drug and alcohol-related laws and regulations (e.g., Department of Transportation regulations, Drug-Free Workplace Act). Contractor has adopted or will adopt its own policy to assure a drug-free and alcohol-free workplace while on Owner's premises or performing the Work. Contractor will remove any of its employees, agents, subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable, from performing the Work any time there is suspicion of alcohol and/or drug use, possession, or impairment involving such person, and at any time an incident occurs where drug or alcohol use could have been a contributing factor. Owner has the right to require Contractor to remove any person from performing the Work any time cause exists to suspect alcohol or drug use. In such cases, the person so removed may only be considered for return to work after the Contractor certifies, as a result of a for-cause test, conducted immediately following removal, that said person was in compliance with this Contract. Contractor will not use any person to perform the Work who fails or refuses to take, or tests positive on, any for-cause alcohol or drug test.

§ 14.1.4 Owner has also banned the presence of all weapons on the Project site, whether or not the owner thereof has a permit for a weapon, and Contractor agrees that Contractor's representatives, employees, agents, and subcontractors will abide by same. Weapons may only be permitted in Owner's parking lots if weapons are locked in personal vehicles in Owner's parking lot.

§ 14.1.5 The Contractor shall take reasonable precautions for safety of, and shall provide reasonable protection to prevent damage, injury, or loss to

- **.1** employees on the Work, school personnel, students, and other persons on Owner's premises, and other persons who may be affected thereby, including the installation of fencing between the Work site and any connecting or adjacent property of Owner, when required by Texas Education Code Section 22.08341;
- **.2** the Work and materials and equipment to be incorporated therein, whether in storage on or off the site, under care, custody, or control of the Contractor, a Subcontractor, or a Sub-subcontractor; and
- **.3** other property at the site or adjacent thereto, such as other buildings, and other contents, fencing, trees, shrubs, lawns, walks, athletic fields, facilities, and tracks, pavements, roadways, structures, and utilities not designated for removal, relocation, or replacement in the course of construction.

The Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules, and regulations, and lawful orders of public authorities bearing on safety of persons and property and their protection from damage, injury, or loss. The Contractor shall promptly remedy damage and loss to property caused in whole or in part by the Contractor, a Subcontractor, a sub-subcontractor, or anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable and for which the Contractor is responsible under Sections 14.1.2 and 14.1.3,

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§ 14.2 Hazardous Materials

§ 14.2.1 The Contractor is responsible for compliance with the requirements of the Contract Documents regarding hazardous materials or substances. If the Contractor encounters a hazardous material or substance not addressed in the Contract Documents, and if reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Contractor, the Contractor shall, upon recognizing the condition, immediately stop Work in the affected area and notify, in writing, the Owner and Architect of the condition. In the event the Contractor encounters polychlorinated biphenyl (PCB), and the specifications require the PCB's removal, the Contractor shall remove the PCB and store it in marked containers at the jobsite provided by the Owner. If PCBs are found which are leaking, then Contractor shall stop work on the affected fixture and shall contact Owner for removal and disposal of the leaking PCBs. When the material or substance has been rendered harmless, Work in the affected area shall resume upon written agreement of the Owner and Contractor. The Contractor may be entitled to an equitable adjustment regarding the Date of Substantial Completion and/or Final Completion.

§ 14.2.2 IF CONTRACTOR IMPORTS HAZARDOUS MATERIALS ONTO THE PROJECT SITE, THEN CONTRACTOR HEREBY INDEMNIFIES AND HOLDS HARMLESS THE OWNER, ITS CONSULTANTS, TRUSTEES, OFFICERS, AGENTS AND EMPLOYEES, AGAINST ANY CLAIMS ARISING OUT OF OR RELATED TO SUCH IMPORTATION, INCLUDING BUT NOT LIMITED TO COSTS AND EXPENSES THE OWNER INCURS FOR REMEDIATION OF A MATERIAL OR SUBSTANCE THE CONTRACTOR BRINGS TO THE SITE, AS PROVIDED FOR IN SUBPARAGRAPH 7.15

§ 14.2.3 The Owner shall not be responsible under this Section 14.2 for hazardous materials or substances the Contractor brings to the site.

14.3 ASBESTOS OR ASBESTOS-CONTAINING MATERIALS

§ 14.3.1 Contractor shall submit to the Architect a written certification addressed to the Owner that all materials used in the construction of this Project contain less than 0.10% by weight of asbestos and for which it can be demonstrated that, under reasonably foreseeable job site conditions, will not release asbestos fibers in excess of 0.1 fibers per cubic centimeter. The written certification shall further state that, should asbestos fibers be found at this Project in concentrations greater than 0.1 fibers per cubic centimeter, then Contractor shall be responsible for determining which materials contain asbestos fibers and shall take all necessary corrective action to remove those materials from the Project, at no additional cost to the Owner. The written certification shall be dated, shall reference this specific Project and shall be signed by not less than two (2) officers of the Contractor.

§ 14.3.2 Final Payment shall not be made until this written certification has been received.

§ 14.4 LEAD-FREE MATERIAL IN POTABLE WATER SYSTEM

§ 14.4.1 Prior to payment of retainage and final payment, the Contractor and each subcontractor involved with the potable water system shall furnish a written certification that the potable water system is "lead-free".

§ 14.4.2 The written certification shall further state that should lead be found in the potable water system built under this Project, then Contractor shall be responsible for determining which materials contain lead and shall take all necessary corrective action to remove lead from the Project, at no additional cost to the Owner. The written certification shall be dated, shall reference this specific Project and shall be signed by not less than two (2) officers of the Contractor.

§ 14.5 HAZARDOUS MATERIALS CERTIFICATION

The Contractor shall provide written certification that no materials used in the Work contain lead or asbestos materials in them in excess of amounts allowed by federal, state or local standards, laws, codes, rules and regulations; the Federal Environmental Protection Agency (EPA) standards; and/or the Federal Occupational Safety and Health Administration (OSHA) standards, whichever is most restrictive. The Contractor shall provide this written certification as part of submittals under the Section in the Project Manual related to Contract Closeout.

ARTICLE 15 INSURANCE: OWNER CONTROLLED INSURANCE PROGRAM

§ 15.1 Owner Controlled Insurance Program

The Contractor shall fully comply with all requirements relating to insurance for the Project as set forth in this

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Article 15 Owner Controlled Insurance Program (OCIP) and Exhibit 1: OCIP and Other Insurance Requirements.

§ 15.1.2
The Owner has elected to implement an Owner Controlled Insurance Program (OCIP) that will provide Commercial General Liability and Excess Liability. In addition, Owner will provide Builders' Risk insurance for Contractors and Subcontractors of every tier who have been properly enrolled and are providing direct labor to the Project. A general summary of coverage provided will be detailed in the OCIP Manual (Manual) and made part of the Owner's Contractor's Agreement and incorporated in every subcontract. All terms and conditions will apply during the term of the contract.

§ 15.1.3 All insurance premiums associated with the OCIP will be paid by the Owner.

§ 15.1.4 While the OCIP provides uniform coverages and reasonable limits, the OCIP is not intended to meet all insurance needs of the Contractor and eligible Subcontractors who have been properly enrolled. In addition to any insurance provided by the Owner, the Contractor and all Subcontractors should discuss the OCIP with their insurance agent or consultant to assure that other proper coverages are maintained. Contractor and eligible Subcontractors enrolled in the OCIP agree that the insurance company policy limits of liability, coverage terms and conditions shall determine the scope of coverage provided by the OCIP.

§ 15.1.5 The Owner has established an Owner Controlled Insurance Program (OCIP). To the extent required by the Owner, Contractor shall fully participate in and comply with all requirements of the OCIP. A copy of the OCIP Manual will be provided by the Owner and made part of the Owner Contractor Agreement.

§ 15.1.6 Contractors and Subcontractors shall notify the Owner and the OCIP administrator of all subcontractors and ensure they comply with the OCIP enrollment requirements.

§ 15.1.7 Survival. The insurance provisions of this Article 15 shall survive any termination of this Contract.

§ 15.2 Owner's Insurance
§ 15.2.1 Owner's Insurance
The Owner shall be responsible for purchasing and maintaining property and casualty insurance no later than the date of Substantial Completion and such date of Owner responsibility shall be documented in the Certificate of Substantial Completion. If Owner occupies or uses any completed or partially-completed portion of the Work at any stage, then such occupancy or use must be consented to by the insurer and authorized by public authorities having jurisdiction over the Work. To the extent of overlap between Owner's property insurance and Contractor's builder's risk insurance, if any, Contactor's builder's risk shall be primary and non-contributory.

§ 15.2.2 Partial occupancy or use shall not commence until the insurance company providing this insurance has consented in writing, by endorsement or otherwise. Owner and Contractor shall take reasonable steps to obtain such consent and shall take no action without written mutual consent that would cause cancellation, lapse, or reduction of this insurance.

§ 15.2.2.1 Waiver of Subrogation
§ 15.2.2.2.1 All insurance required herein shall contain a waiver of subrogation in favor of Owner on all claims arising out of the Project. The policies shall provide such waivers of subrogation by endorsement or otherwise. The Contractor shall require similar written waivers in favor of the Owner, from the subcontractors and sub-subcontractors. The policies of insurance purchased and maintained by Contractor pursuant to this section **15.2.2.1** shall not prohibit this waiver of subrogation.

§ 15.2.2.2.2 The Owner, as fiduciary, shall have power to adjust and settle any loss arising out of the Work with insurers, regardless of the purchaser of the insurance policy. The Contractor upon receipt of proceeds shall, as a fiduciary, pay all subcontractors their just shares of insurance proceeds received by the Contractor, and by appropriate agreements shall require subcontractors to make payment to their sub-subcontractors in similar manner. The Owner shall deposit in a separate account proceeds so received, which the Owner shall distribute in accordance with such agreement as the parties in interest may reach. If after such loss no other special agreement is made, and unless the Owner terminates the Contract for convenience, replacement of damaged property shall be performed by the Contractor with the insurance proceeds upon issuance of a Notice to Proceed from the Owner. Partial occupancy or use shall not commence until the insurance company providing this insurance has consented in writing, by

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endorsement or otherwise. Owner and Contractor shall take reasonable steps to obtain such consent and shall take no action without written mutual consent that would cause cancellation, lapse, or reduction of this insurance.

§ 15.2.2.2 A loss insured under the Owner's property insurance shall be adjusted by the Owner as fiduciary and made payable to the Owner as fiduciary for the insureds, as their interests may appear, subject to requirements of Section **15.2.2.3** The Owner shall pay the Architect and Contractor their just shares of insurance proceeds received by the Owner, and by appropriate agreements, written where legally required for validity, the Architect and Contractor shall make payments to their consultants and Subcontractors in similar manner.

§ 15.2.2.3 Prior to settlement of an insured loss, the Owner shall notify the Contractor and Architect of the terms of the proposed settlement as well as the proposed allocation of the insurance proceeds. The Contractor and Architect shall have 14 days from receipt of notice to object to the proposed settlement or allocation of the proceeds. If the Contractor and/or the Architect do not object, the Owner shall settle the loss, and the Contractor and Architect shall be bound by the settlement and allocation. Upon receipt, the Owner shall deposit the insurance proceeds in a separate account and make the appropriate distributions. Thereafter, if no other agreement is made or the Owner does not terminate the Contract for convenience, the Owner and Contractor shall execute a Change Order for reconstruction of the damaged or destroyed Work in the amount allocated for that purpose. If the Contractor and/or Architect timely object to either the terms of the proposed settlement or the allocation of the proceeds, the Owner may proceed to settle the insured loss, and any dispute between the Owner and Contractor arising out of the settlement or allocation of the proceeds shall be resolved pursuant to Article 21. Pending resolution of any dispute, the Owner may issue a Construction Change Directive for the reconstruction of the damaged or destroyed Work.

§ 15.2.3 Other Insurance Provided by the Owner

(List below any other insurance coverage to be provided by the Owner and any applicable limits.)

Coverage	Limits
Owner Controlled Insurance Program	Described in Article 15.1 and Exhibit 1

§ 15.3 Performance Bond and Payment Bond

The Contractor's performance bond and payment bond obligations shall be as required in the Work Order.

§ 15.3.1 The Owner shall have the right to require the Contractor to furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder as stipulated in the Contract Documents on the date of execution of the Contract.

§ 15.3.2 Upon the request of any person or entity appearing to be a potential beneficiary of bonds covering payment of obligations arising under the Contract, the Contractor shall promptly furnish a copy of the bonds or shall authorize a copy to be furnished.

ARTICLE 16 CORRECTION OF WORK

§ 16.1 The Contractor shall promptly correct Work rejected by the Architect or failing to conform to the requirements of the Contract Documents, whether discovered before or after Substantial Completion and whether or not fabricated, installed or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for the Architect's services and expenses made necessary thereby, shall be at the Contractor's expense. unless compensable under Section A.1.7.3 in Exhibit A, Determination of the Cost of the Work.-The Owner may make emergency repairs to the Work or take such other measures necessary under the circumstances, if the Contractor does not promptly respond to a notice of defect or nonconforming Work. Contractor shall be responsible to Owner for this cost if the reason for the repairs is attributable to the Contractor. If payments then or thereafter due to the Contractor are not sufficient to cover such costs, then the Contractor shall pay the difference to the Owner on demand.

§ 16.2 In addition to the Contractor's obligations under Section 7.4, if, within one year after the date of Substantial Completion of the Work or designated portion thereof, or by terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of written notice from the Owner to do so unless the Owner has previously given the Contractor a written acceptance of such condition. The Owner shall give such written notice promptly after discovery of the condition. If the Contractor fails to correct nonconforming Work within a reasonable time during that period after receipt of written notice from the Owner or Architect, the Owner

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may correct it in the Work as provided in 16.2.1. Nothing contained in this Section 16.2 is intended to limit or modify any obligations under the law or under the Contract Documents, including any warranty obligations, expressed or implied.

§ 16.2.1 If the Contractor fails to perform the corrective Work, then Owner may perform corrective Work, at Contractor's cost. If Owner performs corrective Work, then Owner may also remove nonconforming Work and store the salvageable materials or equipment at Contractor's expense. If the Contractor does not pay all costs incurred by Owner within ten (10) days after written notice, then Owner may, upon ten (10) additional days' written notice, sell the removed materials and equipment in accordance with Owner's policies, and shall account for the proceeds thereof, after deducting costs and damages that should have been borne by the Contractor, including compensation for the Architect's services and expenses made necessary thereby. If such proceeds of sale do not cover costs which the Contractor should have borne, then the Contractor shall pay the difference to the Owner.

§ 16.3 [Intentionally Deleted]

§ 16.4 The one-year period for correction of Work shall be extended with respect to portions of Work first performed after Substantial Completion by the period of time between Substantial Completion and the actual completion of that portion of the Work.

§ 16.5 The one-year period for correction of Work shall not be extended by corrective Work performed by the Contractor pursuant to this Article 16.

ARTICLE 17 MISCELLANEOUS PROVISIONS

§ 17.1 Assignment of Contract

Neither party to a Contract, in whole or in part, shall assign the Contract without written consent of the other.

§ 17.2 Governing Law

The Work Order shall be governed by the law of the State of Texas, and any litigation shall be conducted in state district court. Mandatory and exclusive venue for any disputes shall be in the county in which the Project is located.

§ 17.3 Tests and Inspections

Tests, inspections, and approvals of portions of the Work required by the Contract Documents or by applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities shall be made at an appropriate time. Unless otherwise provided, the Contractor shall make arrangements for such tests, inspections, and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority, and shall bear all related costs of tests, inspections, and approvals which shall be included in the Cost of the Work. Provided, however, per Texas Government Code Chapter 2269, Owner shall bear all costs of construction materials engineering, testing and inspection services, and the verification testing services necessary for acceptance of the facility by the Owner. The Contractor shall give the Architect timely notice of when and where tests and inspections are to be made so that the Architect may be present for such procedures. The Owner shall directly arrange and pay for tests, inspections, or approvals where building codes or applicable laws or regulations require.

§ 17.4 Neither the Owner's nor the Contractor's representatives, for this Master Agreement or for individual Work Orders, identified in accordance with sections 1.4 and 1.5, shall be changed without ten days' prior notice to the other party.

§ 17.5 EQUAL OPPORTUNITY IN EMPLOYMENT

§ 17.5.1 The Contractor and the Contractor's Subcontractors shall not discriminate against any employee or applicant for employment because of race, religion, age, disability, sex, or national origin, or any class otherwise protected by District policy or law. The Contractor agrees to post in conspicuous places, available to employees and applicants, notices setting forth the Contractor's nondiscrimination policies.

§ 17.5.2 The Contractor and the Contractor's Subcontractors shall, in all solicitations or advertisements for employees placed by them or on their behalf, state that all qualified applicants will receive consideration for employment without regard to race, religion, age, disability, sex, national origin, or any class otherwise protected by District policy or law.

§ 17.6 RECORDS

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§ 17.6.1 Contractor shall at all times through the date of Final Completion, maintain Job Records, including, but not limited to, invoices, Construction Documents, payment records, payroll records, daily reports, diaries, logs, instructions, drawings, receipts, subcontracts, purchase orders, vouchers, memoranda, other financial data and job meeting minutes applicable to the Project, in a manner which maintains the integrity of the documents. Job Records must be retained by Contractor for at least twelve (12) years after the date of Final Completion of the Project. Within 10 days of Owner's request, Contractor shall make such Job Records available for inspection, copying and auditing by the Owner, Architect or their respective representatives, at Owner's central office.

§ 17.6.2 If Contractor is a Construction Manager at Risk, then Contractor shall also maintain, in accordance with the provisions of Section 19.8.1, the following: subcontract files, including proposals of successful and unsuccessful bidders, bid recaps and subcontractor payments; original estimates; estimating work sheets; general ledger entries detailing cash and trade discounts received; insurance rebates and dividends; and any other supporting evidence deemed necessary by the Owner to substantiate charges related to the Contract.

§ 17.6.3 Contractor shall keep a full and detailed financial accounting system and shall exercise such controls as may be necessary for proper financial management under this Contract; the accounting and control systems shall be satisfactory to the Owner and shall be subject to the provisions of Section 19.8.1.

§ 17.6.4 Contractor shall keep all Contract Documents related to the Project, subject to the provisions of Section 19.8.1, provided, however, Contractor shall not destroy said documents until Contractor has confirmed with Owner in writing that Owner has obtained a copy of all as-built drawings.

§ 17.6.5 In the event that an audit by the Owner reveals any errors/overpayments by the Owner, then the Contractor shall refund to the Owner the full amount of such overpayments within thirty (30) days of such audit findings, or the Owner, at its option, reserves the right to deduct such amounts owed to the Owner from any payments due to the Contractor.

§ 17.7 PROPRIETARY INTERESTS AND CONFIDENTIAL INFORMATION

§ 17.7.1 Neither Architect nor Contractor shall use the image or likeness of Owner's Project or Owner's official logo or emblem and any other trademark, service mark, or copyrighted or otherwise protected information of Owner, without Owner's prior written consent. Contractor and Architect shall not have any authority to advertise or claim that Owner endorses Architect or Contractor's services, without Owner's prior written consent.

§ 17.7.2 Neither Architect nor Contractor shall disclose any confidential information of Owner which comes into the possession of Architect or Contractor at any time during the Project, including but not limited to: pending real estate purchases, exchange, lease, or value; information related to litigation; the location and deployment of security devices; security access codes; student likenesses; student record information; employee information; or any other information deemed confidential by law.

§ 17.7.3 The parties acknowledge that, as a public entity in the State of Texas, Owner is subject to, and must comply with, the provisions of the Texas Public Information Act, Texas Government Code Section 552.001, et seq., and the Texas Open Meetings Act, Texas Government Code, Section 551.001, *et seq*.

ARTICLE 18 TERMINATION

§ 18.1 Termination by the Contractor

If the Architect fails to certify payment as provided in Section 13.4.1 for a period of 30 days through no fault of the Contractor, or if the Owner fails to make payment as provided in Section 3.1.5 for a period of 30 days, the Contractor may, upon seven additional days' notice to the Owner and the Architect, terminate the Contract and recover from the Owner payment for Work executed.

§ 18.1.2 Termination by the Owner for Cause

§ 18.1.2.1 The Owner may terminate a Contract if the Contractor

- **.1** repeatedly refuses or fails to supply enough properly skilled workers or proper materials;
- **.2** fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors;
- **.3** repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or
- **.4** otherwise is guilty of substantial breach of a provision of the Contract Documents.

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.5 fails to furnish the Owner, upon written request, with assurances satisfactory to the Owner, evidencing the Contractor's ability to complete the Work in compliance with all the requirements of the Contract Documents;

.6 engages in serious or repeated worker misconduct;

.7 engages in conduct that would constitute a violation of state or federal criminal law, including but not limited to, the laws prohibiting certain gifts to public servants, or engages in conduct that would constitute a violation of the Owner's ethics or conflict of interest policies; or

.8 fails to proceed continuously and diligently with the construction and completion of the Work, except as permitted under the Contract Documents.

§ 18.1.2.2 When any of the reasons described in Section 18.1.2.1 exists, the Owner, subject to any prior rights of the surety, may, without prejudice to any other remedy the Owner may have and after giving the Contractor seven days' notice, terminate a Contract and take possession of the site and of all materials, equipment, tools, and construction equipment and machinery thereon owned by the Contractor and may finish the Work by whatever reasonable method the Owner may deem expedient. Upon request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

§ 18.1.2.3 When the Owner terminates a Contract for one of the reasons stated in Section 18.1.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished. Any further payment shall be limited to amounts earned to the date of termination.

§ 18.1.2.4 If the costs of finishing the Work, including compensation for the Architects' services and expenses made necessary thereby, and other damages incurred by the Owner and not expressly waived, exceed the unpaid balance of the Contract Sum or Guaranteed Maximum Price, then the Contractor and/or its Surety shall pay the difference to the Owner. The amount to be paid to the Owner shall be certified by Architect upon application. The obligation for payment shall survive termination of the Contract.

§ 18.1.2.5 The parties hereby agree that: 1) if an order for relief is entered on behalf of the Contractor, pursuant to Chapter 11 of the U.S. Bankruptcy Code; 2) if any other similar order is entered under any debtor relief laws; 3) if Contractor makes an assignment for the benefit of one or more of its creditors; 4) if a receiver is appointed for the benefit of its creditors; or 5) if a receiver is appointed on account of its insolvency, any such event could impair or frustrate Contractor's performance of the Contract Documents. Accordingly, it is agreed that upon occurrence of any such event, Owner shall be entitled to request of Contractor or its successor in interest adequate assurance of future performance in accordance with the terms and conditions of the Contract Documents. Failure to comply with such request within ten (10) days of delivery of the request shall entitle Owner to terminate the Contract and to the accompanying rights set forth in Subparagraphs 14.2.1 through 14.2.6. In all events, pending receipt of adequate assurance of performance and actual performance in accordance with the Contract Documents, Owner shall be entitled to proceed with the Work with Owner's own forces or with other Contractors on a time and material or other appropriate basis, the cost of which will be charged against the Contract Sum.

§ 18.1.2.6 As required by Texas Government Code Chapter 2253, if a Performance Bond has been furnished and the Contractor is declared by the Owner to be in default under the Contract, then the Surety shall promptly perform the Work, in full accordance with the plans, specifications and Contract Documents. Unless otherwise agreed in writing between the Surety and the Owner, the Surety shall complete the Work by the Surety entering into a Contract acceptable to Owner, with a Contractor acceptable to Owner, and shall obtain new Payment and Performance Bonds as required by law.

§18.1.3 Termination by the Owner for Convenience

The Owner may, at any time, terminate a Contract for the Owner's convenience and without cause. The Owner shall pay the Contractor for Work executed; and for proven unrecoverable loss with respect to materials, equipment, tools, and construction equipment and machinery incurred to the date of termination. Such payment shall not cause the Contract Sum or Guaranteed Maximum Price to be exceeded. Such payment shall not include overhead and profit for Work not executed.

ARTICLE 19 CLAIMS AND DISPUTES

§ 19.1 Claims, disputes, and other matters in question arising out of or relating to a Contract executed pursuant to this Master Agreement, including those alleging an error or omission by the Architect but excluding those arising under Section 14.2, shall be referred initially to the Architect for-written recommendation. An initial

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recommendation by the Architect shall be required as a condition precedent to mediation or litigation of all Claims by the Contractor arising prior to the date final payment is due, unless 30 days have passed after the Claim has been referred to the Architect with no recommendation having been rendered by the Architect. Such matters, except those waived as provided for in Section 19.11 and Sections 13.7.3 and 13.7.4, shall, after initial decision by the Architect or 30 days after submission of the matter to the Architect, be subject to mediation as a condition precedent to binding dispute resolution.

§ 19.2 Notice of Claims

§ 19.2.1 Claims by the Contractor, where the condition giving rise to the Claim is first discovered prior to expiration of the period for correction of the Work set forth in Section 16.2, shall be initiated by written notice to the Architect within 21 calendar days after occurrence of the event giving rise to such Claim or within 21 days after the Contractor first knew or should have known the condition giving rise to the Claim, whichever is earlier.

§ 19.2.2 Claims by the Contractor, where the condition giving rise to the Claim is first discovered after expiration of the period for correction of the Work set forth in Section 16.2, shall be initiated by written notice to the other party.

§ 19.3 Time Limits on Claims

The Owner and Contractor shall commence all litigation whether in contract, tort, breach of warranty, or otherwise, in accordance with the requirements of the dispute resolution method selected in the Agreement and within the period specified by applicable law, but in the case of the Owner not more than 2 years after the date of Final Completion of the Work. The Owner and Contractor waive all causes of action not commenced in accordance with this Section 19.3.

§ 19.4 [Intentionally Deleted]

§ 19.5 The parties shall endeavor to resolve their Claims by mediation. Requests for mediation shall be filed in writing with the other party to the Contract. Mediation shall be subject to and in accordance with Chapter 154 of the Texas Civil Practice & Remedies Code. Mediation shall be conducted by a mutually-agreed-upon mediator. In the event that the parties are unable to agree on a mediator, then the parties shall jointly request the appointment of a neutral mediator by a District Judge in the county in which the Project is located.

§ 19.6 Notwithstanding anything to the contrary in the Contract Documents or in any document forming a part hereof, there shall be no mandatory arbitration for any dispute arising hereunder.

§ 19.7 The parties shall share the mediator's fee equally and, if any filing fee is required, shall share said fee equally. Mediation shall be held within the county where the Owner's main administrative office is located, unless another location is mutually agreed upon by the parties. Agreements reached in mediation shall be reduced to writing, considered for approval by the Owner's Board of Trustees, signed by the parties if approved by the Board of Trustees, and, if signed, shall thereafter be enforceable as provided by the laws of the State of Texas.

§ 19.8 Any claim not resolved in mediation shall be subject to litigation pursuant to Section 19.2.

§ 19.9 Continuing Contract Performance

Pending final resolution of a Claim against the Owner, except as otherwise agreed in writing, or as provided in Section 13.4, as amended, and Article 18, as amended the Contractor shall proceed diligently with performance of the Contract and the Owner shall continue to make undisputed payments for work performed in accordance with the Contract Documents.

§ 19.10 Waiver of Claims for Consequential Damages

The Contractor waives claims against the Owner for consequential damages arising out of or relating to this Contract, including, but not limited to, any amount owed as compensation for the increased cost to perform the Work as a direct result of Owner-caused delays or acceleration formed pursuant to this Master Agreement. Nothing contained in this Section 19.10 shall be deemed to preclude an assessment of liquidated damages, when applicable, in accordance with the requirements of the Contract Documents.

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ARTICLE 20 SCOPE OF THIS MASTER AGREEMENT

§ 20.1 This Master Agreement represents the entire and integrated Master Agreement between the Owner and the Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This Master Agreement may be amended only by written instrument signed by both Owner and Contractor.

§ 20.2 This Master Agreement is comprised of the following documents listed below:

.1 AIA Document A121™–2018, Standard Form Master Agreement Between Owner and Contractor, as amended;

.2 Exhibit A, Determination of the Cost of the Work, if applicable.

.3 Other documents:
(List other documents incorporated into this Master Agreement.)

«AIA Document A221-2018 Work Order for use with Master Agreement Between Owner and Contractor »

This Master Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONTRACTOR** *(Signature)*
« »« »	« »« »
(Printed name and title)	*(Printed name and title)*

DRAFT

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AIA® Document A121™ – 2018
Exhibit A

Determination of the Cost of the Work

ARTICLE A.1 COSTS TO BE REIMBURSED

§ A.1.1 Cost of the Work

§ A.1.1.1 The term Cost of the Work shall mean the following direct, actual and verifiable costs reasonably and necessarily incurred by the Contractor in the proper performance of the Work, except those costs compensated as general conditions under § A.1.1.3 below.

§ A.1.1.2 Where, pursuant to the Contract Documents, any cost is subject to the Owner's prior written approval, the Contractor shall obtain such approval in writing prior to incurring the cost. Any costs subject to the Owner's prior written approval and not already set forth in this Article A.1 shall be identified in the Work Order to which those costs relate.

§ A.1.1.3 General Conditions. All charges, if any, for general conditions (costs to be reimbursed) shall be delineated separately in the Work Order, and may include only the following: on-site Project Manager; on-site Project and Site Superintendents; on-site Assistant Superintendents; minor work that may be included in the general conditions as allowed by Texas Government Code Section 2269.255; office trailer expenses; on-site sanitary facilities; project sign; safety/first aid; on-site technology; temporary water and power; project site office supplies and office equipment; plan reproduction; construction photographs; dumpsters; final clean-up; equipment rental; fuel; small tools; and items described in more detail below.

§ A.1.2 Labor Costs

§ A.1.2.1 Wages or salaries of construction workers directly employed by the Contractor to perform any portion of the construction of the Work at the site or, with the Owner's prior written approval, at off-site workshops, to the extent allowed by Texas Government Code Sections 2269.255 or 2269.275.

§ A.1.2.2 [*Intentionally deleted.*]

§ A.1.2.2.1 Wages or salaries of the Contractor's supervisory and administrative personnel when performing Work and stationed at a location other than the site, but only for that portion of time required for the Work, and, to the extent same are not compensated under general conditions, are directly attributable to and required for the Work, and are approved by the Owner.
(Identify the personnel, the type of activity, and, if applicable, any agreed percentage of time to be devoted to the Work.)

« To be listed in Assumptions & Clarifications Attachment to the Contract»

§ A.1.2.3 Wages or salaries of the Contractor's supervisory or administrative personnel engaged at factories, workshops or while traveling, in expediting the production or transportation of materials or equipment required for the Work, but only for that portion of their time required for the Work and to the extent same are not compensated under general conditions, are directly attributable to and required for the Work, and are approved by the Owner.

ADDITIONS AND DELETIONS: The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

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§ A.1.2.4 Costs paid or incurred by the Contractor, as required by law or collective bargaining agreements, for employment-related taxes, insurance, contributions, assessments and benefits and, for personnel not covered by collective bargaining agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, provided such costs are based on wages and salaries included in the Cost of the Work under Section A.1.2, to the extent not compensated under general conditions.

§ A.1.2.5 If agreed rates for labor costs, in lieu of actual costs, are provided in this Agreement, the rates shall remain unchanged throughout the duration of this Agreement, unless the parties execute a Modification.

§ A.1.3 Subcontract Costs
Payments made by the Contractor to Subcontractors in accordance with the requirements of their subcontracts and this Agreement.

§ A.1.4 Costs of Materials and Equipment Incorporated in the Completed Construction
§ A.1.4.1 Costs, including transportation and Owner-approved storage at the site, of materials and equipment incorporated or to be incorporated in the completed construction.

§ A.1.4.2 Costs of materials described in the preceding Section A.1.4.1 in excess of those actually installed to allow for reasonable waste and spoilage. Unused excess materials, if any, shall become the Owner's property at the completion of the Work or, at the Owner's option, shall be sold by the Contractor. Any amounts realized from such sales shall be credited to the Owner as a deduction from the Cost of the Work.

§ A.1.5 Costs of Other Materials and Equipment, Temporary Facilities and Related Items
§ A.1.5.1 Except for items included as general conditions, costs of transportation, installation, dismantling, maintenance, and removal of materials, supplies, temporary facilities, machinery, equipment, and hand tools not customarily owned by construction workers that are provided by the Contractor at the site and fully consumed in the performance of the Work. Costs of materials, supplies, temporary facilities, machinery, equipment, and tools that are not fully consumed shall be based on the cost or value of the item at the time it is first used on the Project site less the value of the item when it is no longer used at the Project site. Costs for items not fully consumed by the Contractor shall mean fair market value.

§ A.1.5.2 [*Intentionally deleted.*]

§ A.1.5.3 To the extent not compensated under general conditions, costs of removal of debris from the site of the Work and its proper and legal disposal, other than final clean-up.

§ A.1.5.4 To the extent not compensated under general conditions, costs of the Contractor’s site office, including general office equipment and supplies.

§ A.1.6 Miscellaneous Costs
§ A.1.6.1 To the extent not compensated under general conditions, premiums for that portion of insurance and bonds required by the Contract Documents that can be directly attributed to the Contract.

§ A.1.6.1.1 *[Intentionally deleted.]*
§ A.1.6.1.2 *[Intentionally deleted.]*

§ A.1.6.2 Sales, use or similar taxes imposed by a governmental authority for materials that are related to the Work, but not incorporated into the Work, and for which the Contractor is liable and Owner is not exempt. Contractor shall be obligated to take reasonable care to obtain all applicable tax exemptions.

§ A.1.6.3 Fees and assessments for the building permit and for other permits, licenses, and inspections for which the Contractor is required by the Contract Documents to pay.

§ A.1.6.4 Fees of laboratories for tests required by the Contract Documents, except those related to defective or nonconforming Work for which reimbursement is excluded by Article 17 of the Master Agreement or by other provisions of the Contract Documents and paid by the Contractor.

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§ A.1.6.5 Royalties and license fees paid for the use of a particular design, process or product required by the Contract Documents.

§ A.1.6.5.1 *[Intentionally deleted.]*

§ A.1.6.6 *[Intentionally deleted.]*

§ A.1.6.7 *[Intentionally deleted.]*

§ A.1.6.8 Deposits lost for causes directly resulting from the Owner's negligent or wrongful actions or decisions.

§ A.1.6.9 *[Intentionally deleted.]*

§ A.1.6.10 *[Intentionally deleted.]*

§ A.1.6.11 *[Intentionally deleted.]*

§ A.1.7 Other Costs and Emergencies

§ A.1.7.1 Other costs incurred in the performance of the Work, to the extent same are not compensated under general conditions, are directly attributable to and required for the Work, and are approved by the Owner.

§ A.1.7.2 Costs incurred in taking action to prevent threatened damage, injury or loss in case of an emergency affecting the safety of persons and property.

§ A.1.7.3 [*Intentionally deleted*.]

§ A.1.8 Related Party Transactions

§ A.1.8.1 For purposes of this Section A.1.8, the term "related party" shall mean (1) a parent, subsidiary, affiliate or other entity having common ownership of, or sharing common management with the Contractor; (2) any entity in which any stockholder in, or management employee of, the Contractor holds any equity interest in excess of ten percent in the aggregate; (3) any entity which has the right to control the business or affairs of the Contractor; or (4) any person, or any member of the immediate family of any person who has the right to control the business or affairs of the Contractor.

§ A.1.8.2 If any of the costs to be reimbursed arise from a transaction between the Contractor and a related party, the Contractor shall notify the Owner in writing of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred. If the Owner, after such notification, authorizes the proposed transaction in writing, then the cost incurred shall be included as a cost to be reimbursed, and the Contractor shall procure the Work, equipment, goods or service from the related party, as a Subcontractor, according to the terms of Article A.4. If the Owner fails or refuses to authorize the transaction in writing, the Contractor shall procure the Work, equipment, goods or service from some person or entity other than a related party according to the terms of Article A.4.

ARTICLE A.2 COSTS NOT TO BE REIMBURSED

§ A.2.1 The Cost of the Work shall not include the items listed below:

- **.1** Salaries and other compensation of the Contractor's personnel stationed at the Contractor's principal office or offices other than the site office, except as specifically provided in Section A1.2.2;
- **.2** [*Intentionally deleted*.]
- **.3** Expenses of the Contractor's principal office and offices other than the site office;
- **.4** Overhead and general expenses, except as may be expressly included in Article A.1;
- **.5** The Contractor's capital expenses, including interest on the Contractor's capital employed for the Work;
- **.6** Costs due to the negligence of, or failure to fulfill a specific responsibility of the Contract by, the Contractor, Subcontractors and suppliers, or anyone directly or indirectly employed by any of them or for whose acts any of them may be liable;
- **.7** Any cost not specifically and expressly described in Article A.1;

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.8 Where a Guaranteed Maximum Price is part of this Agreement, costs, other than costs included in Change Orders approved by the Owner, that would cause the Guaranteed Maximum Price to be exceeded;

.9 Delay damages or claims, unless caused by the negligence or wrongful conduct of the Owner;

.10 Storage costs, unless with prior written Owner approval;

.11 All costs intentionally excluded in Article A.1 above, including all subsections; and

.12 All items included in general conditions under either Section A.1.1.3 above or the Construction Manger's Fee (if applicable).

ARTICLE A.3 DISCOUNTS, REBATES AND REFUNDS

§ A.3.1 Contractor shall take advantage of all available discounts, rebates, and refunds for supplies, materials, and equipment connected with the Work, and which conform to the Contract Documents, which discounts, rebates, and refunds shall accrue to the benefit of the Owner. Cash Discounts obtained on payments made by the Construction Manager shall accrue to the Owner. Trade discounts, rebates, refunds and amounts received from sales of surplus materials and equipment shall accrue to the Owner, and the Contractor shall make provisions so that they can be obtained.

§ A.3.2 Amounts that accrue to the Owner in accordance with Section A.3.1 shall be credited to the Owner as a deduction from the Cost of the Work.

ARTICLE A.4 SUBCONTRACTS AND OTHER AGREEMENTS

§ A.4.1 Those portions of the Work that the Contractor does not customarily perform with the Contractor's own personnel shall be performed under subcontracts or by other appropriate agreements with the Contractor. The Owner may designate specific persons from whom, or entities from which, the Contractor shall obtain bids. The Contractor shall obtain bids from Subcontractors and from suppliers of materials or equipment fabricated especially for the Work who are qualified to perform that portion of the Work in accordance with the requirements of the Contract Documents. The Contractor shall deliver such bids to the Architect and Owner with an indication as to which bids the Contractor intends to accept. The Owner then has the right to review the Contractor's list of proposed subcontractors and suppliers and, in consultation with the Architect, object to any subcontractor or supplier. Any advice of the Architect, or approval or objection by the Owner, shall not relieve the Contractor of its responsibility to perform the Work in accordance with the Contract Documents. The Contractor shall not be required to contract with anyone to whom the Contractor has reasonable objection.

§ A.4.2 When the Contractor has provided a Guaranteed Maximum Price, and a specific subcontractor or supplier (1) is recommended to the Owner by the Contractor; (2) is qualified to perform that portion of the Work; and (3) has submitted a bid that conforms to the requirements of the Contract Documents without reservations or exceptions, but the Owner requires that another bid be accepted, then the Contractor may require that a Change Order be issued to adjust the Guaranteed Maximum Price by the difference between the bid of the person or entity recommended to the Owner by the Contractor and the amount of the subcontract or other agreement actually signed with the person or entity designated by the Owner.

§ A.4.3 Subcontracts or other agreements shall conform to the applicable payment provisions of this Master Agreement, and shall not be awarded on the basis of cost plus a fee without the Owner's prior written approval. If a subcontract is awarded on the basis of cost-plus a fee, the Contractor shall provide in the subcontract for the Owner to receive the same audit rights with regard to the Subcontractor as the Owner receives with regard to the Contractor in Article A.5.

ARTICLE A.5 ACCOUNTING RECORDS

§ A.5.1 The Contractor shall keep full and detailed records and accounts related to the cost of the Work and exercise such controls as may be necessary for proper financial management under this Contract and to substantiate all costs incurred. The accounting and control systems shall be satisfactory to the Owner. The Owner and the Owner's auditors, and other representatives shall, during regular business hours and upon reasonable notice, be afforded access to, and shall be permitted to audit and copy, the Contractor's records and accounts, including complete documentation supporting accounting entries, books, job cost reports, correspondence, instructions, drawings, receipts, subcontracts, Subcontractor's proposals, Subcontractor's invoices, purchase orders, vouchers, memoranda and other data relating to the Contract. The Contractor shall preserve these records, for a period of ten (10) years

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after the date of Final Completion, or for such longer period as may be required by law.

§ A.5.2 When the Contractor believes that all the Work required by a Work Order has been fully performed, the Contractor shall deliver to the Owner a final accounting of the Cost of the Work.

§ A.5.3 The Owner's auditors or other representatives will review and report in writing on the Contractor's final accounting within 60 (sixty) days after delivery of the final accounting to the Architect by the Contractor. Based upon such Cost of the Work as the Owner's auditors or other representatives' report to be substantiated by the Contractor's final accounting, and provided the other conditions of Section 3.2.1 of the Master Agreement have been met, the Architect will, within seven days after receipt of the written report of the Owner's auditors or other representatives, either issue to the Owner a final Certificate for Payment with a copy to the Contractor, or notify the Contractor and Owner in writing of the Architect's reasons for withholding a certificate as provided in Section 13.4.3 of the Master Agreement. The Architect is not responsible for verifying the accuracy of the Contractor's final accounting.

§ A.5.4 If the Owner's auditors' or other representatives' report concludes that the Cost of the Work as substantiated by the Contractor's final accounting to be less than claimed by the Contractor, the Contractor shall be entitled to proceed in accordance with Article 19 in the Master Agreement without a further decision of the Architect. Unless otherwise agreed in the Contact Documents, a demand for mediation or other dispute resolution as provided in the Contract Documents, of the disputed amount shall be made by the Contractor within the timeline established in Article 19 of the Master Agreement, after the Contractor's receipt of a copy of the Architect's final Certificate for Payment. If the Contractor fails to request mediation within this 30-day period, the substantiated amount reported by the Owner's auditors or other representatives shall become binding on the Contractor. Pending a final resolution of the disputed amount, the Owner shall pay the Contractor the amount, if any, determined by the Owner's auditors to be due the Contractor.

§ A.5.5 The amount of the final payment shall be calculated as follows:

.1 Begin with the actual Cost of the Work substantiated by the Contractor's final accounting, which includes deductions for all discounts and unused contingencies, and construction savings achieved in the Cost of the Work, if applicable.

.2 Add the actual expended general conditions substantiated by the Contractor's final accounting, which includes savings to the Owner for unused general conditions.

.3 Subtract amounts, if any, for which Architect or Owner disputes, refuses or withholds payment, if any.

.4 If Owner is entitled to deduct liquidated damages or any other damages or amounts provided in the Contract Documents, including clean-up fees, then subtract all such liquidated damages, amounts and fees.

.5 If Contractor fails or refuses to complete the Work, or has unsettled claims with Owner, then subtract such amounts as the Architect shall determine as the cost for completing incomplete Work and the value of unsettled claims.

.6 Subtract all previous payments made by the Owner.

.7 If the aggregate of previous payments made by the Owner exceeds the amount due the Contractor, the Contractor shall reimburse the difference to the Owner, plus interest as allowed by law.

§ A.5.6 If, subsequent to final payment and at the Owner's prior written request, the Contractor incurs costs in connection with the correction of defective or non-conforming Work that is not the fault of the Contractor or arising from the resolution of a dispute as described in Article A.1, Costs to be Reimbursed, and that are not excluded by Article A.2, Costs Not to be Reimbursed, the Owner shall reimburse the Contractor such costs and the Contractor's Fee applicable thereto on the same basis as if such costs had been incurred prior to final payment, but not in excess of the Guaranteed Maximum Price, if any. If the Contractor has participated in savings, the amount of such savings

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shall be recalculated and appropriate credit given to the Owner in determining the net amount to be paid by the Owner to the Contractor.

DRAFT

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DRAFT

AIA® Document A221™ – 2018

Work Order *for use with Master Agreement Between Owner and Contractor*

WORK ORDER number « » made as of the « » day of « » in the year « »
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Ector County Independent School District
802 N. Sam Houston
Odessa, Texas 79761

and the Contractor:
(Name, legal status, address, and other information)

« »« »
« »
« »
« »

for the following **PROJECT**:
(Name, location, and detailed description)

« »
« »
« »

The Architect for the Project:
(Name, legal status, address, and other information)

Parkhill
1700 W Wall Street, Suite 100
Midland, Texas 79705
432.697.1447
www.parkhill.com

THE CONTRACT
This Work Order, together with the Contract Documents enumerated herein, including the Master Agreement between Owner and Contractor dated the « » day of « » in the year « » form the Contract.
The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS: The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Contractor's scope of Work, and related information, and is intended to be used with AIA Document A121™–2018, Standard Form of Master Agreement Between Owner and Contractor where Work is provided under multiple Work Orders.

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TABLE OF ARTICLES

1 THE WORK OF THIS WORK ORDER

2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

3 CONTRACT SUM

4 PAYMENTS

5 INSURANCE AND BONDS

6 PARTY REPRESENTATIVES

7 ENUMERATION OF CONTRACT DOCUMENTS

ARTICLE 1 THE WORK OF THIS WORK ORDER

The Contractor shall fully execute the Work described in the Contract Documents enumerated in Article 7 of this Work Order, and any modifications issued after execution of this Work Order, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[« »] The date of this Work Order.

[« »] A date set forth in a notice to proceed issued by the Owner.

[« x »] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

The commencement date will be the first business day after the Contractor's receipt of the written notice to proceed. The notice to proceed shall not be issued by Architect until the Work Order has been signed by the Contractor and signed by the Owner's authorized representative, and Owner and Architect have received all required payment and performance bonds and insurance.

§ 2.2 The Contract Time shall be measured from the date of commencement of the Work.

§ 2.3 Substantial Completion

§ 2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall diligently prosecute and achieve Substantial Completion of the entire Work:
(Check the appropriate box and complete the necessary information.)

[« »] Not later than « » (« ») calendar days from the date of commencement of the Work.

[« »] By the following date: « »

Final Completion shall be 30 calendar days after the date of Substantial Completion, subject to adjustments of the Contract Time as provided in the Contract Documents.

§ 2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date

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§ 2.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 2.3, liquidated damages, if any, shall be assessed as set forth in Section 3.6.

ARTICLE 3 CONTRACT SUM

§ 3.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be one of the following:
(Check the appropriate box.)

[X] Stipulated Sum, in accordance with Section 3.2 below

[« »] Cost of the Work plus the Contractor's Fee, in accordance with Section 3.3 below

[« »] Cost of the Work plus the Contractor's Fee with a Guaranteed Maximum Price, in accordance with Section 3.4 below

(Based on the selection above, complete Section 3.2, 3.3, 3.4 or 3.5 below.)

§ 3.1.1 The Contract Sum contains an Owner's Contingency in the amount of $_____ (10% of Construction Cost). This contingency is for the sole use of the Owner to be used for changes in the scope of the Work and for the betterment of the Project. Owner's authorized representative may approve any expenditure from Owner's Contingency without further Board of Trustees approval. If the Owner's Contingency is not expended or not fully expended, then any unused portion shall belong to the Owner and shall be credited to the Owner in calculating final payment.

§ 3.2 Stipulated Sum

§ 3.2.1 The Stipulated Sum shall be « » ($ « »), subject to additions and deductions as provided in the Contract Documents.

§ 3.2.2 The Stipulated Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the Owner is permitted to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the change in the Stipulated Sum for each and the deadline by which the alternate must be accepted.)

« »

§ 3.2.3 Unit prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price per Unit ($0.00)

§ 3.2.4 Allowances, if any, included in the Stipulated Sum:
(Identify each allowance.)

Item	Price

§ 3.3 Cost of the Work plus Contractor's Fee

§ 3.3.1 The Cost of the Work is as defined in AIA Document A121™– 2018 Exhibit A, Determination of the Cost of the Work.

§ 3.3.1.1 The following costs are subject to the Owner's prior approval:

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« »

§ 3.3.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

« »

§ 3.4 Cost of the Work plus Contractor's Fee with a Guaranteed Maximum Price
§ 3.4.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.4.1.1 The following costs are subject to the Owner's prior approval:

« »

§ 3.4.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

« »

§ 3.4.3 Guaranteed Maximum Price
§ 3.4.3.1 The sum of the Cost of the Work and the Contractor's Fee is guaranteed by the Contractor not to exceed « » ($ « »), subject to additions and deductions by changes in the Work as provided in the Contract Documents. This maximum sum is referred to in the Contract Documents as the Guaranteed Maximum Price. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Contractor without reimbursement by the Owner.
(Insert specific provisions if the Contractor is to participate in any savings.)

« »

§ 3.4.3.2 The Guaranteed Maximum Price is based on the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

« »

§ 3.4.3.3 Unit Prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price Per Unit ($0.00)

§ 3.4.3.4 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

Item	Price

§ 3.4.3.5 Assumptions, if any, on which the Guaranteed Maximum Price is based:

« »

§ 3.4.3.6 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents

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and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.4.3.7 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions contained in Section 3.4.3.5. The Owner shall promptly furnish such revised Contract Documents to the Contractor. The Contractor shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions contained in Section 3.4.3.5 and the revised Contract Documents.

§ 3.6 Liquidated damages, if any: It is specifically understood and agreed by and between Owner and Contractor that time is of the essence in the Substantial Completion and Final Completion of the Project, and Owner shall sustain actual and direct damages as a result of Contractor's failure, neglect or refusal to achieve said deadlines. The Contractor is subject to liquidated damages, as specified in this Agreement, if the Work is not completed by the date of Substantial Completion or the date of Final Completion. The Owner may deduct from the Final Payment made to the Contractor the sum of $ 500 per day for each and every additional calendar day beyond the agreed date of Substantial Completion. Contractor and Owner agree that the amount of liquidated damages for each calendar day Final Completion is delayed beyond the date set for Final Completion shall be the sum of $ 500 per day for each and every additional calendar day beyond the agreed date of Substantial Completion.

§ 4.5.1 Substantial Completion. Time is of the essence in all phases of the Work. It is specifically understood and agreed by and between Owner and Contractor that time is of the essence in the Substantial Completion of the Project and Owner shall sustain damages as a result of Contractor's failure, neglect or refusal to achieve said deadlines. Such damages are, and will continue to be, impracticable and extremely difficult to determine. Execution of this Agreement under these specifications shall constitute agreement by Owner and Contractor that the amounts stated below are the minimum value of the costs and damages caused by failure of Contractor to complete the Work within the allotted or agreed extended times of Substantial Completion, that such sums are liquidated damages and shall not be construed as a penalty, and that such sums may be deducted from payments due Contractor if such delay occurs. It is expressly understood that the said sum per day is agreed upon as a fair estimate of the pecuniary damages which will be sustained by the Owner in the event that the Work is not completed within the agreed time, or within the agreed extended time, if any, otherwise provided for herein. Said sum shall be considered as liquidated damages only and in no sense shall be considered a penalty, said damages being caused by, but not limited to, additional compensation for personnel, attorneys fees, architectural fees, engineering fees, program management fees, inspection fees, storage costs, food service costs, transportation costs, utilities costs, costs of temporary facilities, loss of interest on money, and other increased costs, all of which are difficult to exactly ascertain. Failure to complete the Work within the designated or agreed extended dates of Substantial Completion, shall be construed as a breach of this Agreement. It is expressly agreed as a part of the consideration inducing the Owner to execute this Agreement that the Owner may deduct from any Payment made to the Contractor a sum equal to $500 per day for each and every additional calendar day beyond the agreed date of Substantial Completion.

§ 4.5.2 Final Completion. In addition, timely Final Completion is an essential condition of this Agreement. Contractor agrees to achieve Final Completion of the Agreement within 30 calendar days of the designated or agreed extended date of Substantial Completion. It is specifically understood and agreed by and between Owner and Contractor that time is of the essence in the Final Completion of the Project and Owner shall sustain additional damages as a result of Contractor's failure, neglect or refusal to achieve said deadline. Such damages are, and will continue to be, impracticable and extremely difficult to determine. Execution of this Agreement under these specifications shall constitute agreement by Owner and Contractor that the amounts stated below are the minimum value of the costs and damages caused by failure of Contractor to complete the Work within the allotted or agreed extended times for Final Completion, that such sums are liquidated damages and shall not be construed as a penalty. It is expressly understood that the said sum per day is agreed upon as a fair estimate of the pecuniary damages which will be sustained by the Owner in the event that the Work is not finally completed within the agreed time, or within the agreed extended time, if any, otherwise provided for herein. Said sum shall be considered as liquidated damages only and in no sense shall be considered a penalty, said damages being caused by, but not limited to, additional compensation for the following categories of damages to the Owner: potential hazards to students, staff and visitors, additional architectural, engineering, program management fees (and fees of any other consultants); increased administrative or operational expenses; additional attorney's fees; increased maintenance and custodial costs and

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additional, utilities, security and clean-up costs, and other increased costs. Failure to complete the Work within the designated or agreed extended dates of Final Completion, shall be construed as a breach of this Agreement. Owner and Contractor agree that should Contractor fail to achieve Final Completion of the Agreement by the deadline, Owner shall continue to be damaged to a greater degree by such delay. Contractor and Owner agree that the amount of liquidated damages for each calendar day Final Completion is delayed beyond the date set for Final Completion shall be the sum of $500 per day. Owner may deduct such liquidated damages from any Payment made to Contractor before or at Final Payment; or, if sufficient funds are not available, then Contractor shall pay Owner, the amounts specified per day for each and every calendar day the breach continues after the deadline for Final Completion of the Work.

§ 4.5.3 Such damages shall be in addition to, and not in lieu of, any other rights or remedies Owner may have against Contractor for failure to timely achieve Final Completion, and damages for failure to achieve Substantial Completion and failure to achieve Final Completion may run concurrently. If the Work is not finally completed by the time stated in the Agreement, or as extended, no payments for Work completed beyond that time shall be made until the Project reaches Final Completion.

ARTICLE 4 PAYMENTS

§ 4.1 Payments shall be in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all payment terms that differ from those set forth in the Master Agreement, such as period covered by each Application for Payment or date upon which each Application for Payment is due.)

« »

§ 4.2 Retainage will be withheld in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all retainage terms that differ from those set forth in the Master Agreement, such as retainage amount, items not subject to retainage, terms for reduction, or limitation of retainage.)

« »

ARTICLE 5 INSURANCE AND BONDS

§ 5.1 Insurance shall be in accordance with Article 15 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

« »

§ 5.2 In addition to insurance requirements in the Master Agreement, the Contractor shall carry the following types of insurance.
(List below any other insurance coverage to be provided by the Contractor, not otherwise set forth in the Master Agreement, and any applicable limits.)

Coverage	Limits

§ 5.3 [Intentionally Deleted]
§ 5.4 [Intentionally Deleted]
§ 5.5 [Intentionally Deleted]

§ 5.6 The Contractor shall provide surety bonds, from a company or companies lawfully authorized to issue surety bonds in the jurisdiction where the Project is located, as follows:
(Specify type and penal sum of bonds.)

Type	Penal Sum ($0.00)
Payment Bond	
Performance Bond	

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Payment and Performance Bonds shall be AIA Document A312™, Payment Bond and Performance Bond, or contain provisions identical to AIA Document A312™, current as of the date of this Work Order.

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

« »
« »
« »
« »
« »
« »

§ 6.2 The Contractor identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

« »
« »
« »
« »
« »
« »

ARTICLE 7 ENUMERATION OF CONTRACT DOCUMENTS

§ 7.1 The Contract Documents are defined in Section 5.2 of the Master Agreement and, except for Modifications issued after execution of this Work Order, are enumerated in the sections below.

§ 7.1.1 This Work Order

§ 7.1.2 The Master Agreement

§ 7.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ 7.1.4 The Specifications:
(Either list the Specifications here or refer to an exhibit attached to this Work Order.)

« »

Section	Title	Date	Pages

§ 7.1.5 The Drawings:
(Either list the Drawings here or refer to an exhibit attached to this Work Order.)

« »

Number	Title	Date

§ 7.1.6 The Addenda, if any:

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Number	Date	Pages

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are enumerated in this Article 5.

§ 7.1.7 Additional documents, if any, forming part of the Contract Documents:
(List here any additional documents that are intended to form part of the Contract Documents.)

«All sections of the Project Manual and Construction Documents »

This Work Order entered into as of the day and year first written above.

OWNER *(Signature)*	**CONTRACTOR** *(Signature)*
« »« »	« »« »
(Printed name and title)	*(Printed name and title)*

DRAFT

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Albessa Chavez, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ORDINANCE TO SET 2025 TAX RATE FOR 2025-2026**

DATE: September 16, 2025

Tax rate is as follows:

Maintenance & Operations	(M&O)	.7504
Debt Service	(I&S)	.2544
Total		1.0048

****

Administrative Recommendation:

Approval of Ordinance to set the 2025 Tax Rate for 2025-2026 at $1.0048

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 16, 2025

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2025 at a total tax rate of $1.0048 to be assessed and collected by the duly specified assessor and collector as follows:

$ .7504 for the purpose of maintenance and operation, and

$ .2544 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 5.4 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $15.

Adopted this 16th day of September, 2025, by the Ector County ISD Board of Trustees.

Signed: _____
Tammy Hawkins, President, Board of Trustees

Attest: _____
Robert Thayer, Secretary, Board of Trustees

Ector County ISD

Tax Rate

2025 – 2026

Presented by: Albessa Chavez, ECISD Chief Financial Officer

9/16/2025

50-280 (Rev -4-22/6)

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, June 24, 2025 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .7567	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax approved by local voters	$ .2544	/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Rates with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	9.47 %	increase
Debt service	96.78 %	increase
Total expenditures	15.40 %	increase

Total Appraised Value and Total Taxable Value
(as calculated under Tax Code Section 26.04)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 24,339,746,048	$ 25,734,848,414
Total appraised value* of new property**	$ 1,836,819,063	$ 82,888,915
Total taxable value*** of all property	$ 17,582,027,735	$ 18,466,890,043
Total taxable value*** of new property**	$ 1,479,809,046	$ 47,559,779

* "Appraised value" is the amount shown on the appraisal roll and defined by Tax Code Section 1.04 (8).
** "New property" is defined by Tax Code Section 26.012 (17).
*** "Taxable value" is defined by Tax Code Section 1.04 (10).

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $ 332,570,000

* Outstanding Principal for 2025/26

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ .75960	$ .25440	$ 1.01400	$ 5,976	$ 5,946
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ .68795	$ .28518	$ .97314	$ 6,042	$ 6,146
Proposed Rate	$ .75670	$ .25440	$ 1.01110	$ 6,161	$ 6,533

** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 220,486	$ 234,608
Average Taxable Value of Residences	$ 85,984	$ 94,836
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.0140	$ 1.0111
Taxes Due on Average Residence	$ 871.88	$ 958.89
Increase (Decrease) in Taxes		$ 87.01

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.0111. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $1.0111.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 67,196,887
Interest & Sinking Fund Balance(s)	$ 11,302,261

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Visit https://Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.
The 86th Texas Legislature modified the manner in which the voter-approval tax rate is calculated to limit the rate of growth of property taxes in the state.

Property Tax

Based on estimated property values in April 2025

Published in Newspaper on 6/14/25 for Budget Hearing and Adoption

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Proposed adopting $1.0111 rate

…less than prior year

…total tax rate is less than the Voter-Approval rate

…total tax rate is effectively higher than the No New Revenue tax rate due to value increases

Maximum Compressed Rate (MCR)

Appendix

ESC 13 template

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	Continuation of 24-25	
		2025-26
1) Compressed Tax Rate (MCR)		0.6121
2) Plus: Greater of (A) or (B):		
(A) Enrichment Tax Rate for Preceding Year	0.1383	
Less: Compression of Copper Pennies	0.0000	
	0.1383	
(B) $0.05	0.0500	0.1383
3) M&O "Voter-Approval" (Rollback) Rate		0.7504
(4) Plus Debt Rate		0.2544
(5) Total Maximum Rate Without TRE (#3 + #4)		1.0048

Calculated rates decreased using the estimated versus the certified values

Maximum Compressed Rate (MCR)

Texas Education Agency

Appendix

TEA final calculated rate in early August prior to adoption of tax rate in September.

2025-2026 Tax Rate & MCR Template Local Property Value Survey Calculations	
ECTOR COUNTY ISD	**68901**
DISCLAIMER: Districts are still required to complete the LPVS to calculate their MCR. Districts should not proceed with tax rate adoption until the TEA publishes preliminary MCRs. If an appeal is requested then districts should wait for a final MCR determination.	
TY 2024 Value Lost to the Local Optional Homestead Exemption	$1,309,015,706
TY 2024 Comptroller Certified School District Taxable Value for M&O Purposes (T2)	$18,620,217,049
TY 2024 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll ($100K HSE)	$17,660,007,800
TY 2025 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll (based on $140K HSE and $60K HSE for elderly or disabled persons)	$18,313,972,389
Local Property Value Growth (calculated)	3.70%
TY 2025 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 313, Tax Code	$0
TY 2025 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 311, Tax Code	$0
Total Exemption expiry (E) (per TEC §48.2551 (a))	$0
Growth Net of Expiring Chapter 313 or 311 Agreements (calculated)	3.70%
TY 2025 Local Optional Homestead Exemption Value Loss, if applicable	$1,419,223,705
Local Optional Homestead Exemption Value Change (calculated)	$110,207,999
Estimated TY 2025 Comptroller Certified School District Value for M&O purposes	$19,371,473,048
Prior Year (TY 2024) Maximum Compressed Tax Rate (MCR)	$0.6213
Local Preliminary MCR = (1.025 ((TY 2024 DPV+E) * PYMCR)) / TY 2025 T2	$0.6121
TY 2025 State Compression Percentage (lesser of PY State MCR or 0.6855 * (1.025 / 1.056) - 0.0331)	$0.6322
TY 2025 Limitation on Maximum Compressed Tax Rate (0.6322 * 0.9)	$0.5689
TY 2025 MCR (lesser of state or local compression, subject to limitation under Sec. 48.2552, Education Code)	**$0.6121**

Based on certified property values in July 2025

Voter Approved Tax Rate (VATR)

Texas Education Agency

Appendix

2025-2026 Tax Rate & MCR Template
Voter Approval Tax Rate Calculations

DISCLAIMER: These numbers are illustrative only and do not constitute a legal opinion of the TEA. Districts should in all cases consult with their tax attorney before adopting a tax rate.

ECTOR COUNTY ISD

TY 2025 Total M&O Tax Rate with No Increase	
District's total adopted (**allowed**) TY 2024 M&O tax rate	$0.7596
TY 2024 tax effort adopted by district in response to a disaster under Sec. 26.042(e), Tax Code	$0.0000
District's total adopted (**allowed**) TY 2024 M&O tax rate net of pennies adopted to respond to disaster	$0.7596
Maximum Tier One Tax Rate	**$0.6121**
Golden Pennies (Tier Two, Level One)	$0.0800
Copper Pennies (Tier Two, Level Two)	$0.0583
Unequalized pennies for certain Harris County districts under special law	$0.0000
TY 2025 Total M&O tax rate with no increase	**$0.7504**

TY 2025 Voter Approval Tax Rate	
Maximum Compressed Tax Rate	**$0.6121**
TY 2024 Tier Two Tax Rate	$0.1383
Up to 5 pennies, if applicable	$0.0000
TY 2025 tax effort adopted by district in response to a disaster under Sec. 26.042(e), Tax Code	$0.0000
TY 2025 I&S Tax Rate	$0.2544
Voter Approval Tax Rate	**$1.0048**

Rate is less than when budget was adopted in mid June.

Maximum Compressed Rate (MCR)

Texas Education Agency

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Texas Education Agency

Tax Year 2025 (School Year 2025-2026)

Final Maximum Compressed Tax Rate (MCR)

August 28, 2025

District Number	District Name	Tax Year 2025 MCR
068901	ECTOR COUNTY ISD	**0.6121**

Ector County Appraisal District calculation of No New Revenue tax rates (Form 50-884)

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2025 Tax Rate Calculation Worksheet

Form 50-884

School Districts with Chapter 313 and JETI Agreements

Ector County ISD

School District's Name

Phone *(area code and number)*

School District's Address, City, State, ZIP Code

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts with Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only**. School districts that do not have Chapter 313 or JETI agreements should use Comptroller Form 50-859 *Tax Rate Calculation Worksheet, School District without Chapter 313 or JETI Agreements*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Chapter 313 and JETI agreements allow a school district to limit the value of certain qualified property subject to the agreement for the purposes of maintenance and operations (M&O) taxation. The value of the same property is not limited for the purposes of debt service, or interest and sinking (I&S) taxation. School districts that have entered into a Chapter 313 or JETI agreement must calculate the NNR tax rate for M&O and I&S purposes separately and then add together to determine the current year total NNR tax rate.

Ector County Appraisal District calculation of No New Revenue tax rates (Form 50-884)

proposed

35.	**Current year NNR M&O tax rate.** Divide line 21 by line 33 and multiply by $100. Please consult with counsel before using this rate for the purposes of Tax Code §26.05(b).	$ 0.714559 /$100
36.	**Current year NNR I&S tax rate.** Divide line 22 by line 34 and multiply by $100.	$ 0.238651 /$100
37.	**Current year NNR total tax rate.** Add Line 35 and Line 36.	$ 0.953210 /$100

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.7504

.2544

1.0048

The decreased total tax rate of $1.0048 exceeds the No New Revenue total tax rate cap of $.9532 that the ECAD has calculated.

The M&O tax rate of .7504 exceeds the No New Revenue rate of .7145.

Ector County Appraisal District calculation of Voter-Approval tax rate (Form 50-884)

SECTION 2: Voter-Approval Tax Rate

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The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.[25]

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.[26]
2. **Enrichment Tax Rate:** [27] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into 'golden pennies' and the 'copper pennies.' School districts can claim up to 8 'golden pennies', not subject to compression, and 9 'copper pennies' which are subject to compression with any increases in the guaranteed yield.[28]
3. **Debt Rate:** The debt rate includes the debt service necessary to pay the school district's debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [29]

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [30] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the declaration without conducting an efficiency audit. [30]

Districts should review information from TEA when calculating their voter-approval tax rate.

Ector County Appraisal District calculation of Voter-Approval tax rate (Form 50-884)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
38.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [31]	$ 0.612100 /$100
39.	**Current year enrichment tax rate.** Enter the greater of A and B. [32]	
	A. The district's prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) . . . . . $ 0.1383 /$100	
	B. $0.05 per $100 of taxable . . . . . $ 0.0500 /$100	$ 0.1383 /$100
40.	**Current year maintenance and operations (M&O) tax rate (TR).** Add Lines 38 and 39. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate. [33]	$ 0.7504 /$100

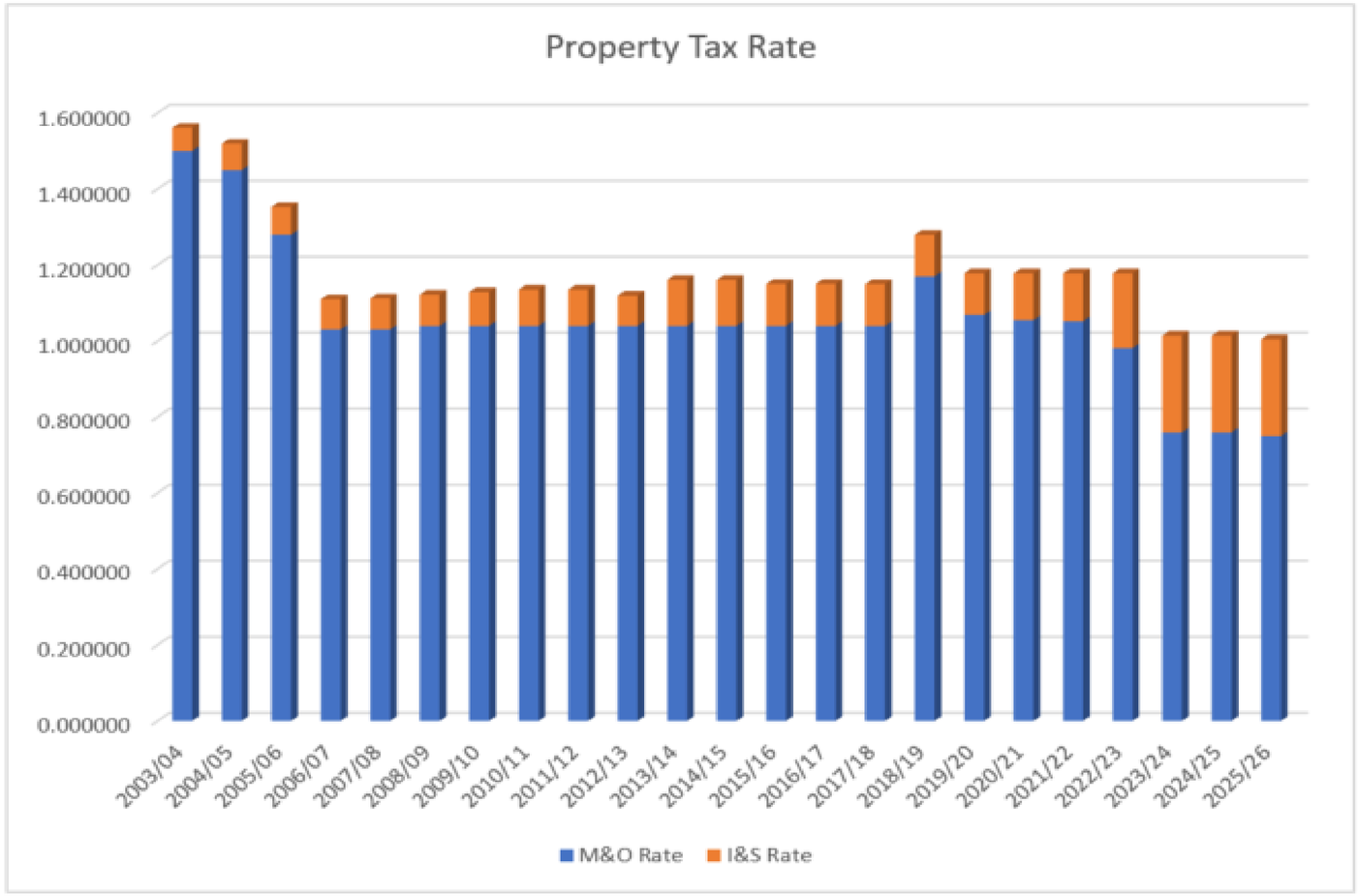
Proposed .2544 Debt Service rate is lower than allowable .2716.

47.	**Current year debt rate.** Divide Line 45 by Line 46 and multiply by $100.	$ 0.271607 /$100
48.	**Current year voter-approval tax rate.** Add Lines 40 and 47. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 40 and 47.[38]	$ 1.022007 /$100

Ector County ISD
Tax Rate History
Per $100 valuation
Required by Section 26.16 Texas Tax Code

ECISD Finance Division

Fiscal Year	M&O Rate	I&S Rate	Total Tax Rate	Change
2003/04	1.500000	0.061000	1.561000	
2004/05	1.450000	0.069200	1.519200	-2.68%
2005/06	1.280000	0.072500	1.352500	-10.97%
2006/07	1.030000	0.080000	1.110000	-17.93%
2007/08	1.030000	0.082000	1.112000	0.18%
2008/09	1.040000	0.082000	1.122000	0.90%
2009/10	1.040000	0.088600	1.128600	0.59%
2010/11	1.040000	0.095000	1.135000	0.57%
2011/12	1.040000	0.095000	1.135000	0.00%
2012/13	1.040000	0.079500	1.119500	-1.37%
2013/14	1.040000	0.121000	1.161000	3.71%
2014/15	1.040000	0.121000	1.161000	0.00%
2015/16	1.040000	0.110000	1.150000	-0.95%
2016/17	1.040000	0.110000	1.150000	0.00%
2017/18	1.040000	0.109570	1.149570	-0.04%
2018/19	1.170000	0.109570	1.279570	11.31%
2019/20	1.068350	0.109570	1.177920	-7.94%
2020/21	1.054700	0.123220	1.177920	0.00%
2021/22	1.051700	0.126220	1.177920	0.00%
2022/23	0.981000	0.196920	1.177920	0.00%
2023/24	0.759600	0.254400	1.014000	-13.92%
2024/25	0.759600	0.254400	1.014000	0.00%
2025/26	0.750400	0.254400	1.004800	-0.91%



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Proposed Tax Rate Comparison

- The total tax rate is less than the prior year. ✓
- The M&O tax rate is less than the prior year. ✓
- The I&S tax rate is the same. ✓
- The total tax rate is at or below the voter approval rate, and therefore less than the maximum tax rate allowed without a tax rate election. ✓
- The M&O tax rate is at or below the voter approval tax rate. ✓
- The I&S tax rate is at or below the allowable to cover bond costs. ✓

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Proposed Tax Rate/Recommendation

- ECAD calculates the No New Revenue tax rate at $0.9532.
- TEA calculates the Voter-Approval total tax rate at $1.0048.
- Difference in revenue would be about $9.5 million less and would hinder our ability to meet our debt service requirements.
- Our recommendation is to adopt a tax rate that exceeds the No New Revenue tax rate.
- We are required to obtain vote of at least 60% of board members (5 of 7 members regardless of meeting attendance).

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Tax Rate Ordinance Required Language

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THE TAX RATE WILL EFFECTIVELY BE RAISED BY 5.4 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $15.

Ector County ISD

Tax Rate

2025 – 2026

Presented by: Albessa Chavez, ECISD Chief Financial Officer

9/16/2025

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Albessa Chavez, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $50,000**

DATE: September 16, 2025

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

****

Administrative Recommendation:
Approval of Purchases over $50,000

ECISD
Request for purchases over $50,000
September 2025

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor/Department	Reference	Service/ Product	Service/Product Summary	Contract Term
1R	Ace Mart Restaurant Supply Co Sam Tell and Son Inc	$ 127,043	Federal Funds 240	Jieun Pando School Nutrition	ECISD Awarded IFB 26-02	New Kitchen Equipment	Replace kitchen equipment that exceeded the expected life span. The new kitchen equipment list includes utility/bussing carts, reach-in refrigerator, pass-thru refrigerator, pass-thru heated cabinet, convection oven, and open burner range.	2025-2026

Board Approval:_____

Date: 9/16/2025

Dr. Jieun Pando
Ector County ISD Director of School Nutrition
(432) 456-9741
1120 W 10th St Odessa, TX
Odessa, TX 79763
Jieun.Pando@ectorcountyisd.org

IFB Bid 26-02 Addendum 1 SN Kitchen Equipment

- **Purpose:** To acquire new kitchen equipment for SY 2025-2026.
- **Background Info:** The School Nutrition Department plans to replace kitchen equipment that exceeded the expected life span. The new kitchen equipment list includes utility/bussing carts, reach-in refrigerator, pass-thru refrigerator, pass-thru heated cabinet, convection oven, and open burner range.
- **Cost:** $127,043 Estimated
- **Funding Source:** Federal Funds 240
- **Recommended Supplier/Service Provider:**
  Ace Mart Restaurant Supply Co - $66,176
  Sam Tell and Son Inc - $60,867

_____ _____

Board Approval Date

1	CART, UTILITY/BUSSING								
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes	Manufacturer	Manufacturer #
	Sam Tell and Son Inc	38	EA		$1,243.44	$47,250.72		Channel Model	TDC2237A-3
	Culinary Depot (Chefs Depot I	38	EA		$1,299.00	$49,362.00		Channel Model	TDC2237A-3
	Ace Mart Restaurant Supply (	38	EA		$1,394.0511	$52,973.94	Freight and pricing for delivery, assembl	Channel Model	TDC2237A-3
	Mission Restaurant Supply	38	EA		$1,394.87	$53,005.06		Channel Model	TDC2237A-3
	Pueblo Hotel Supply	38	EA		$1,406.43	$53,444.34	Delivery, Uncrate & set in place is includ	Channel Model	TDC2237A-3

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Total	Additonal Information
60	5	10	5	5	5	5	5	100	
55	5	10	5	5	5	5	5	95	
50	5	10	5	5	5	5	5	90	
45	5	10	5	5	5	5	5	85	
40	5	10	5	5	5	5	5	80	

2	REACH-IN REFRIGERATOR								
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes / Alternate Description	Manufacturer	Manufacturer #
	Pueblo Hotel Supply	2	EA		$7,779.52	$15,559.04		Beverage Air	HRPS2HC-1S
	[ALT1] Mission Restaurant Su	2	EA		$14,137.00	$28,274.00	Designer Line Wide Refrigerator, reach-ir	Continental	D2RENSS
	Ace Mart Restaurant Supply (	2	EA		$18,075.16	$36,150.32	Pricing for delivery, assembly, set in pla	Traulsen	RHT232WUT-FHS
	Culinary Depot (Chefs Depot I	2	EA		$19,717.59	$39,435.18		Traulsen	RHT232WUT-FHS
	Sam Tell and Son Inc	2	EA		$23,620.17	$47,240.34		Traulsen	RHT232WUT-FHS
	[ALT1]Pueblo Hotel Supply	2	EA		$24,546.01	$49,092.02		Traulsen	RHT232WUT-FHS

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Total	Additonal Information
60	5	5	1	5	5	5	2	88	
55	5	5	1	5	5	5	2	83	
50	5	10	5	5	5	5	5	90	
45	5	10	5	5	5	5	5	85	
40	5	10	5	5	5	5	5	80	
35	5	10	5	5	5	5	5	75	

3	PASS-THRU REFRIGERATOR								
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes / Alternate Description	Manufacturer	Manufacturer #
	Pueblo Hotel Supply	1	EA		$7,442.32	$7,442.32		Beverage Air	RID18HC-HS
	[ALT1] Mission Restaurant Su	1	EA		$13,899.00	$13,899.00	Designer Line Wide Refrigerator, pass-th	Continental	D1RENSSPTHD
	Ace Mart Restaurant Supply (	1	EA		$15,931.56	$15,931.56	Pricing for delivery, assembly, set in pla	Traulsen	RHT132WPUT-HHS
	Culinary Depot (Chefs Depot I	1	EA		$17,179.79	$17,179.79		Traulsen	RHT132WPUT-HHS
	[ALT1]Pueblo Hotel Supply	1	EA		$19,261.15	$19,261.15		Traulsen	RHT132WPUT-HHS
	Sam Tell and Son Inc	1	EA		$20,580.02	$20,580.02		Traulsen	RHT132WPUT-HHS

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Total	Additonal Information
60	5	5	1	5	5	5	2	88	
55	5	5	1	5	5	5	2	83	
50	5	10	5	5	5	5	5	90	
45	5	10	5	5	5	5	5	85	
40	5	10	5	5	5	5	5	80	
35	5	10	5	5	5	5	5	75	

4	PASS-THRU HEATED CABINET								
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes / Alternate Description	Manufacturer	Manufacturer #
	[ALT1] Pueblo Hotel Supply	1	EA		$7,447.36	$7,447.36		Beverage Air	PH-1-1HS-PT
	[ALT1] Mission Restaurant Su	1	EA		$12,279.00	$12,279.00	Designer Line Heated Cabinet, extra wid	Continental	DL1WE-SS-PT-HD
	Ace Mart Restaurant Supply C	1	EA		$14,093.27	$14,093.27	Pricing for delivery, assembly, set in pla	Traulsen	RHF132WP-HHS
	Culinary Depot (Chefs Depot I	1	EA		$15,053.58	$15,053.58		Traulsen	RHF132WP-HHS
	Pueblo Hotel Supply	1	EA		$16,795.26	$16,795.26		Traulsen	RHF132WP-HHS
	Sam Tell and Son Inc	1	EA		$18,033.00	$18,033.00		Traulsen	RHF132WP-HHS

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Total	Additonal Information
60	5	5	1	5	5	5	2	88	
55	5	5	1	5	5	5	2	83	
50	5	10	5	5	5	5	5	90	
45	5	10	5	5	5	5	5	85	
40	5	10	5	5	5	5	5	80	
35	5	10	5	5	5	5	5	75	

5	CONVECTION OVEN, GAS								
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes	Manufacturer	Manufacturer #
	Sam Tell and Son Inc	1	EA		$9,682.98	$9,682.98		VULCAN	VC44GD
	Ace Mart Restaurant Supply C	1	EA		$10,891.10	$10,891.10	Please note that a gas hose kit was not s	VULCAN	VC44GD
	Culinary Depot (Chefs Depot I	1	EA		$10,950.00	$10,950.00		VULCAN	VC44GD
	Pueblo Hotel Supply	1	EA		$11,603.99	$11,603.99		VULCAN	VC44GD
	[ALT1] Pueblo Hotel Supply	1	EA		$12,119.82	$12,119.82		Garland	SUMG-200-SIGNATURE
	Mission Restaurant Supply	1	EA		No Bid			VULCAN	VC44GD

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Total	Additonal Information
60	5	10	5	5	5	5	5	100	
55	5	10	5	5	5	5	5	95	
50	5	10	5	5	5	5	5	90	
45	5	10	5	5	5	5	5	85	
40	5	5	5	5	5	5	2	72	
No Bid									

6	RANGE, 36", 6 OPEN BURNERS								
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes	Manufacturer	Manufacturer #
	Sam Tell and Son Inc	1	EA		$3,932.70	$3,932.70		Vulcan Model	36S-6BN
	Culinary Depot (Chefs Depot I	1	EA		$4,450.00	$4,450.00		Vulcan Model	36S-6BN
	Pueblo Hotel Supply	1	EA		$4,882.28	$4,882.28		Vulcan Model	36S-6BN
	Ace Mart Restaurant Supply C	1	EA		$5,326.10	$5,326.10	Please note that a gas hose kit was not s	Vulcan Model	36S-6BN
	[ALT1] Pueblo Hoel Supply	1	EA		$5,455.67	$5,455.67		Garland	G36-6R
	Mission Restaurant Supply	1	EA		No Bid			Vulcan Model	36S-6BN

Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Total	Additonal Information
60	5	10	5	5	5	5	5	100	
55	5	10	5	5	5	5	5	95	
50	5	10	5	5	5	5	5	90	
45	5	10	5	5	5	5	5	85	
40	5	5	1	5	5	5	2	68	
No Bid									

7	REACH-IN REFRIGERATOR - NO AWARD								
		Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes / Alternate Description	Manufacturer	Manufacturer #
		Pueblo Hotel Supply	1	EA		$7,779.52	$7,779.52		Beverage Air	HRPS2HC-1S
		[ALT1] Mission Restaurant Su	1	EA		$17,123.00	$17,123.00	Designer Line Wide Refrigerator, reach-ir	Continental	D2RENSSGD
		Ace Mart Restaurant Supply (	1	EA		$19,441.59	$19,441.59	Pricing for delivery, assembly, set in plac	Traulsen	RHT232WUT-FHS
		Culinary Depot (Chefs Depot I	1	EA		$21,298.04	$21,298.04		Traulsen	RHT232WUT-FHS
		[ALT1] Pueblo Hotel Supply	1	EA		$21,519.37	$21,519.37		Traulsen	RHT232WUT-FHS
		Sam Tell and Son Inc	1	EA		$23,620.17	$23,620.17		Traulsen	RHT232WUT-FHS

8	REACH-IN FREEZER - NO AWARD								
		Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes / Alternate Description	Manufacturer	Manufacturer #
		Pueblo Hotel Supply	1	EA		$8,893.91	$8,893.91		Beverage Air	HFPS1WHC-1S
		[ALT1] Mission Restaurant Su	1	EA		$14,291.00	$14,291.00	Designer Line Wide Freezer, reach-in, 28	Continental	D1FENSSGD
		Ace Mart Restaurant Supply (	1	EA		$18,306.91	$18,306.91	Pricing for delivery, assembly, set in plac	Traulsen	RLT132WUT-FHS
		[ALT1] Pueblo Hotel Supply	1	EA		$18,334.77	$18,334.77		Traulsen	RLT132WUT-FHS
		Sam Tell and Son Inc	1	EA		$19,023.68	$19,023.68		Traulsen	RLT132WUT-FHS
		Culinary Depot (Chefs Depot I	1	EA		$19,927.17	$19,927.17		Traulsen	RLT132WUT-FHS

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Albessa Chavez, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF 2025-2026 BUDGET AMENDMENT # 2**

DATE: September 16, 2025

A summary of the recommended Budget Amendment # 2 for the 2025-2026 budget will be provided under separate cover.

Please be advised, these are changes in estimated budgeted funds, to fund items as noted.

****

Administrative Recommendation:

Approval of 2025-2026 Budget Amendment # 2.

ECISD Finance Division

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2025 THRU JUNE 30, 2026
FISCAL YEAR 2025-2026

		GENERAL FUND				SCHOOL NUTRITION FUND				DEBT SERVICE FUND			
		ORIGINAL BUDGET 7/1/2025	ADJUSTED BUDGET 08/31/2025	Additions (Deductions) #2	AMENDED BUDGET 09/30/2025	ORIGINAL BUDGET 7/1/2025	ADJUSTED BUDGET 8/31/2025	Additions (Deductions) #2	AMENDED BUDGET 9/30/2025	ORIGINAL BUDGET 7/1/2025	ADJUSTED BUDGET 8/31/2025	Additions (Deductions) #2	AMENDED BUDGET 9/30/2025
REVENUES													
5700	Local and Intermediate	$ 149,148,691	$ 150,153,191	$ -	$ 150,153,191	$ 1,154,150	$ 1,154,150	$ -	$ 1,154,150	$ 48,949,768	$ 48,949,768	$ -	$ 48,949,768
5800	State	218,411,309	218,411,309	-	218,411,309	440,000	440,000	-	440,000	-	-	-	-
5900	Federal	2,000,000	2,000,000	-	2,000,000	20,223,478	20,223,478	-	20,223,478	-	-	-	-
	Total - All Revenues	$ 369,560,000	370,564,500	$ -	$ 370,564,500	$ 21,817,628	21,817,628	$ -	$ 21,817,628	$ 48,949,768	48,949,768	$ -	$ 48,949,768
APPROPRIATIONS by FUNCTION													
11	Instruction	$ 211,629,923	212,679,446	$ -	$ 212,679,446	$ -	-	$ -	$ -	$ -	-	$ -	$ -
12	Instructional Resources and Media Services	2,020,954	2,147,866	-	2,147,866	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	9,347,135	9,347,135	-	9,347,135	-	-	-	-	-	-	-	-
21	Instructional Leadership	5,662,506	5,662,506	-	5,662,506	-	-	-	-	-	-	-	-
23	School Leadership	21,728,046	21,728,046	-	21,728,046	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	17,546,309	17,546,309	-	17,546,309	-	-	-	-	-	-	-	-
32	Social Work Services	1,732,378	1,732,378	-	1,732,378	-	-	-	-	-	-	-	-
33	Health Services	3,257,259	3,257,259	-	3,257,259	-	-	-	-	-	-	-	-
34	Student Transportation	11,909,952	12,008,942	467,922	12,476,864	-	-	-	-	-	-	-	-
35	Food Services	-	-	-	-	21,827,628	22,378,085	-	22,378,085	-	-	-	-
36	Co/Extra Curricular Activities	8,113,940	8,165,810	-	8,165,810	-	-	-	-	-	-	-	-
41	General Administration	9,310,815	9,351,347	-	9,351,347	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	39,715,583	40,676,607	-	40,676,607	-	-	-	-	-	-	-	-
52	Security and Monitoring Services	6,640,841	6,640,841	-	6,640,841	-	-	-	-	-	-	-	-
53	Data Processing Services	14,904,098	15,276,968	-	15,276,968	-	-	-	-	-	-	-	-
61	Community Services	1,500,512	1,500,512	-	1,500,512	-	-	-	-	-	-	-	-
71	Debt Services	1,359,000	1,359,000	-	1,359,000	-	-	-	-	48,949,768	48,949,768	-	48,949,768
81	Facilities Acquisition and Construction	4,431,749	5,250,655	-	5,250,655	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	2,374,000	2,374,000	-	2,374,000	-	-	-	-	-	-	-	-
	Total - All Appropriations	$ 373,185,000	376,705,627	$ 467,922	$ 377,173,549	$ 21,827,628	22,378,085	$ -	$ 22,378,085	$ 48,949,768	48,949,768	$ -	$ 48,949,768
OTHER FINANCING SOURCES/(USES)													
7000	Other Financing Sources	$ 150,000	150,000	$ -	$ 150,000	$ 10,000	10,000	$ -	$ 10,000	$ -	-	$ -	$ -
8000	Other Financing (Uses)	(525,000)	(525,000)	-	(525,000)	-	-	-	-	-	-	-	-
	Total Other Financing Sources (Uses)	$ (375,000)	(375,000)	$ -	$ (375,000)	$ 10,000	10,000	$ -	$ 10,000	$ -	-	$ -	$ -
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	$ (4,000,000)	(6,516,127)	$ (467,922)	$ (6,984,049)	$ -	(550,457)	$ -	$ (550,457)	$ -	-	$ -	$ -
	Fund Balance Beginning July 1 (Estimated)	$ 124,500,000	124,500,000	$ -	$ 124,500,000	$ 9,955,375	9,955,375	$ -	$ 9,955,375	$ 38,573,028	38,573,028	$ -	$ 38,573,028
3000	Fund Balance Ending June 30 (Estimated)	$ 120,500,000	$ 117,983,873	$ (467,922)	$ 117,515,951	$ 9,955,375	$ 9,404,918	$ -	$ 9,404,918	$ 38,573,028	$ 38,573,028	$ -	$ 38,573,028
APPROPRIATIONS by OBJECT													
6100	Payroll Costs	$ 285,002,089	$ 285,548,441	$ -	$ 285,548,441	$ 8,386,253	$ 8,386,253	$ -	$ 8,386,253	$ -	$ -	$ -	$ -
6200	Purchased/Contracted Services	38,516,619	39,419,288	(1,988)	39,417,300	237,000	237,000	-	237,000	-	-	-	-
6300	Supplies and Materials	22,166,760	23,315,394	(830,398)	22,484,996	13,077,875	13,075,875	(12,000)	13,063,875	-	-	-	-
6400	Other Operating Expenses	14,457,794	14,431,870	65,776	14,497,646	56,500	58,500	12,000	70,500	-	-	-	-
6500	Debt Service	1,359,000	1,371,000	(12,000)	1,359,000		-	-	-	48,949,768	48,949,768	-	48,949,768
6600	Capital Outlay	11,682,738	12,619,634	1,246,532	13,866,166	70,000	620,457	-	620,457	-	-	-	-
	Total - All Appropriations	$ 373,185,000	$ 376,705,627	$ 467,922	$ 377,173,549	$ 21,827,628	$ 22,378,085	$ -	$ 22,378,085	$ 48,949,768	$ 48,949,768	$ -	$ 48,949,768

Ector County ISD
Finance Department
Budget Amendment #2
Requests to be Appropriated
Fiscal Year 2025-2026

Description		Amount
GENERAL FUND		
The following will result in a decrease to fund balance.		
Rollover Funds:		
Buses	$	467,922
	$	**467,922**
The following will result in no change to fund balance.		
None	$	-
	$	**-**
The following will result in an increase to fund balance.		
None	$	-
	$	-
Net effect to fund balance	**$**	**(467,922)**

SCHOOL NUTRITION FUNDS

The following will result in a decrease to fund balance.

None	$ -
	$ -

The following will result in no change to fund balance.

None	$ -
	$ -

The following will result in an increase to fund balance.

None	$ -
	$ -

Net effect to fund balance	**$ -**

DEBT SERVICE FUND

The following will result in a decrease to fund balance.

None	$ -
	$ -

The following will result in no change to fund balance.

None	$ -
	$ -

The following will result in an increase to fund balance.

None	$ -
	$ -

Net effect to fund balance	**$ -**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Associate Superintendent – District Operations

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF AN EASEMENT FOR ONCOR ELECTRIC DELIVERY

DATE: September 16, 2025

The Administration requests that the Board approve an easement for Oncor Energy Delivery, which will allow a down guy to be located on ECISD property as shown on the attached exhibit. A down guy is an anchor wire that runs from the top of an electrical pole to the ground. This anchor wire will be necessary because electrical service will be extended from the electrical pole, which is located behind Buice ES, across Dawn Avenue. In addition to extending electrical service, Oncor Energy Delivery is also increasing the amount of electrical capacity to this area since demand continues to rise. This easement will be on property that is part of Buice ES. The district confirmed that installation of the down guy will take place when school is not in session. Moreover, the down guy will not present any danger to school stakeholders. The easement area is in a location that will not present any backups with regard to campus traffic.

****

Administrative Recommendation:

Approval of the easement for Oncor Electric Delivery

Oncor Energy Delivery Easement and Right of Way Request

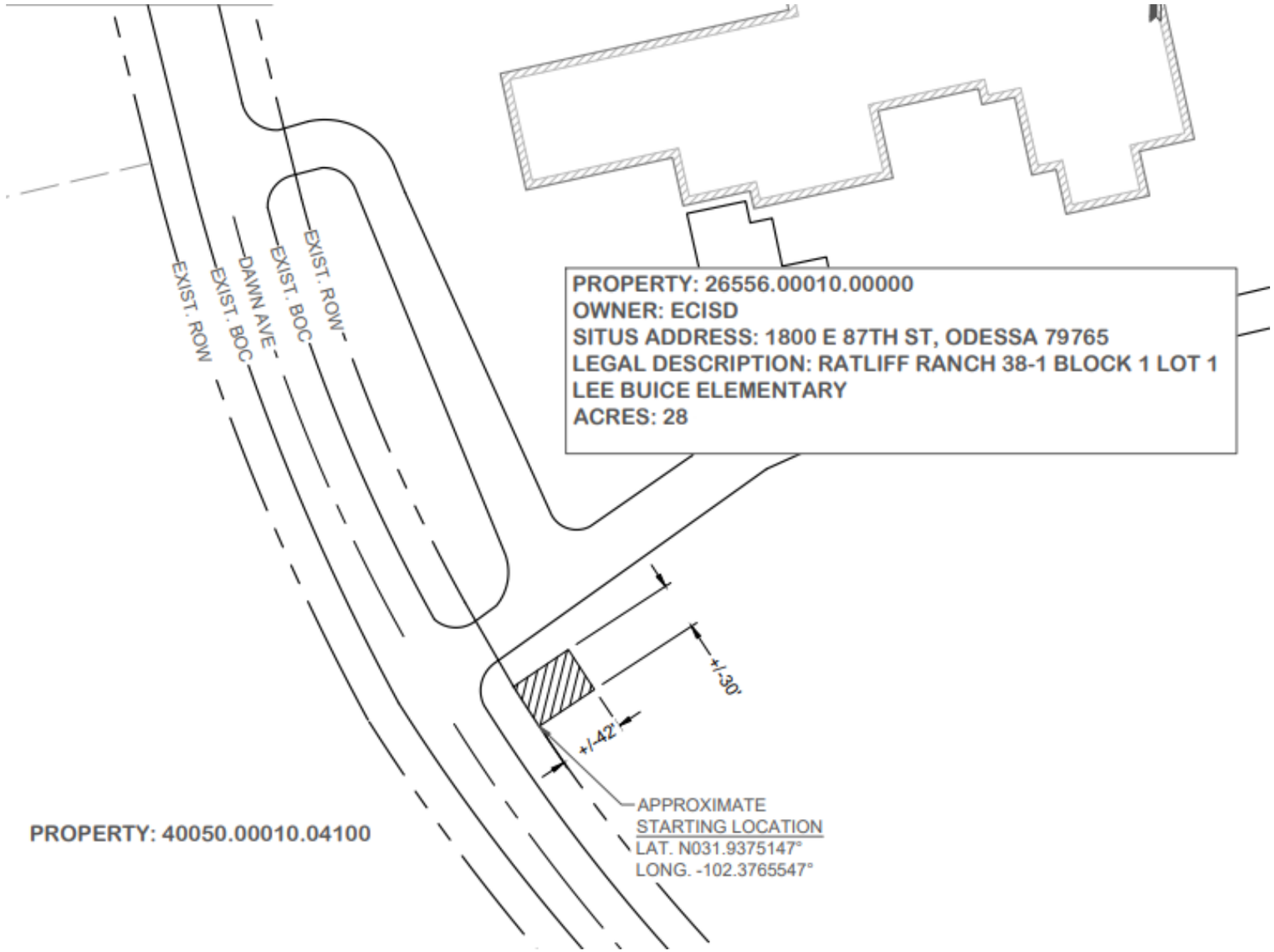
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Easement Request

- The Administration requests that the Board approve an easement and right of way request for Oncor Energy Delivery
  - Allows a down guy to be located on ECISD property (Buice ES) as shown on the attached exhibit
  - A down guy is an anchor wire that runs from the top of an electrical pole to the ground
  - Anchor wire will be necessary because electrical service will be extended from the electrical pole, which is located behind Buice ES, across Dawn Avenue

Buice ES


EXIST. ROW
EXIST. BOC
DAWN AVE
EXIST. BOC
EXIST. ROW
PROPERTY: 26556.00010.00000
OWNER: ECISD
SITUS ADDRESS: 1800 E 87TH ST, ODESSA 79765
LEGAL DESCRIPTION: RATLIFF RANCH 38-1 BLOCK 1 LOT 1
LEE BUICE ELEMENTARY
ACRES: 28
+/-30'
+/-42'
APPROXIMATE
STARTING LOCATION
LAT. N031.9375147°
LONG. -102.3765547°
PROPERTY: 40050.00010.04100

Easement Request

- In addition to extending electrical service, Oncor Energy Delivery is also increasing the electrical capacity to this area since demand continues to rise
- The district confirmed that installation of the down guy will not present distractions
  - Installation will take place when school is not in session
  - The down guy will not present any danger to school stakeholders
  - The easement and right of way area is in a location that will not present any backups with regard to campus traffic
- District legal counsel has reviewed the easement and right of way agreement

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THANK YOU

PT #:2025-_____
District: WEST
WO #: 26236154
ER #_____

EASEMENT AND RIGHT OF WAY

STATE OF TEXAS §
§ KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF ECTOR §

That **Board of Trustees of the Ector County Independent School District**, hereinafter called "Grantor," whether one or more, for and in consideration of Ten Dollars ($10.00) and other valuable consideration to Grantor in hand paid by **Oncor Electric Delivery Company LLC, a Delaware limited liability company**, 1616 Woodall Rodgers Freeway, Dallas, Texas 75202-1234, hereinafter referred to as "Grantee," has granted, sold and conveyed and by these presents does grant, sell and convey unto said Grantee, its successors and assigns, an easement and right-of-way for overhead and/or underground electric supply and communications facilities, consisting of a variable number of wires and cables, supporting structures, surface mounted equipment, conduits and all necessary or desirable appurtenances over, under, through, across and upon Grantor's land described as follows:

SEE EXHIBIT "A" (ATTACHED)

Grantor recognizes that the general course of said lines, or the metes and bounds as described above, is based on preliminary surveys only, and Grantor hereby agrees that the easement and right-of-way and its general dimensions hereby granted shall apply to the actual location of said lines when constructed.

Together with the right of ingress and egress along and upon said easement and right-of-way and over and across Grantor's adjoining properties for the purpose of and with the right to construct, maintain, operate, repair, remove, replace, reconstruct, abandon in place, and to change the size and capacity of said facilities; the right to relocate said facilities in the same relative direction of said facilities; the right to relocate said facilities in the same relative position to any adjacent road if and as such is widened in the future; the right to lease wire space for the purpose of permitting others to string or lay wire or cable along said facilities; the right to prevent excavation within the easement area; the right to prevent construction of, within the easement area, any and all buildings, structures or other obstructions which, in the sole judgment of Grantee, may endanger or interfere with the efficiency, safety, and/or convenient operation of said facilities and their appurtenances and the right to trim or remove trees or shrubbery within, but not limited to, said easement area, including by use of herbicides or other similar chemicals approved by the U.S. Environmental Protection Agency, to the extent in the sole judgment of Grantee, as may be necessary to prevent possible interference with the operation of said facilities or to remove possible hazard thereto. Grantor shall not make changes in grade, elevation or contour of the land or impound water within the easement area as described above without prior written consent of Grantee.Grantor reserves the right to use the land within the above described easement area for purposes not inconsistent with Grantee's use of such property, provided such use shall not, in the sole judgment of Grantee, interfere with the exercise by Grantee of the rights hereby granted.

TO HAVE AND TO HOLD the above described easement and right-of-way unto the said Grantee, its successors and assigns, until all of said electric lines and facilities shall be abandoned, and in that event said easement and right-of-way shall cease and all rights herein granted shall terminate and revert to Grantor or Grantor's heirs, successors or assigns, and legal representatives, and Grantor hereby binds Grantor and Grantor's heirs, successors, assigns, and legal representatives to warrant and forever defend the above described easement and right-of-way unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

EXECUTED this _____ day of _____, 2025.

GRANTOR: Board of Trustees of the Ector County Independent School District

By:_____
Tammy Hawkins, President

STATE OF TEXAS §
§
COUNTY OF ECTOR §

BEFORE ME, the undersigned authority personally appeared **Tammy Hawkins**, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same as the act and deed for Board of Trustees of the Ector County Independent School District, as the President thereof, for the purposes and consideration therein expressed, in the capacity therein stated and she is authorized to do so.

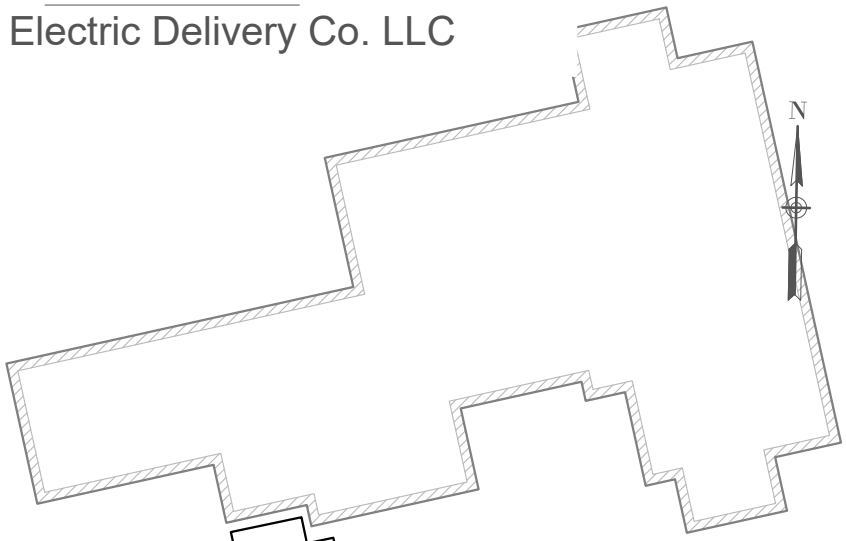
GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____ 2025.

_____
Notary Public in and for the State of Texas

EXHIBIT "A"
Oncor Electric Delivery Co. LLC



LOCATION MAP



PROPERTY: 26556.00010.00000
OWNER: ECISD
SITUS ADDRESS: 1800 E 87TH ST, ODESSA 79765
LEGAL DESCRIPTION: RATLIFF RANCH 38-1 BLOCK 1 LOT 1
LEE BUICE ELEMENTARY
ACRES: 28

EXIST. ROW
EXIST. BOC
DAWN AVE
EXIST. BOC
EXIST. ROW

+/-30'
+/-42'

APPROXIMATE
STARTING LOCATION
LAT. N031.9375147°
LONG. -102.3765547°

PROPERTY: 40050.00010.04100

ONCOR Electric Delivery Co. LLC
Easement Exhibit

The intent of this Exhibit is for the Grantor to recognize that the general course of said easement area as described above agrees that the easement area and right-of-way and its general dimensions hereby granted shall apply to the location of said line(s) when constructed.

Grantor(s): _____

Instrument #: _____ Volume: _____ Page: _____

Survey: T&P RR CO Abstract: 107

City: ODESSA County: ECTOR

WO#: 25433989 District: WEST

NOT TO SCALE

LEGEND

+/-42'

+/-30' Oncor Easement

214

dfrost C:\pw_working\powereng_dfrost\pw_prod_pw02\d0837004\0254730 Continental Resources Chlemeyer.dwg WO WTX Easement (3)

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Mauricio Marquez, Chief of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2025-2026 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 16, 2025

Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA). The Board is required to approve both District and Campus Improvement Plans every year.

****

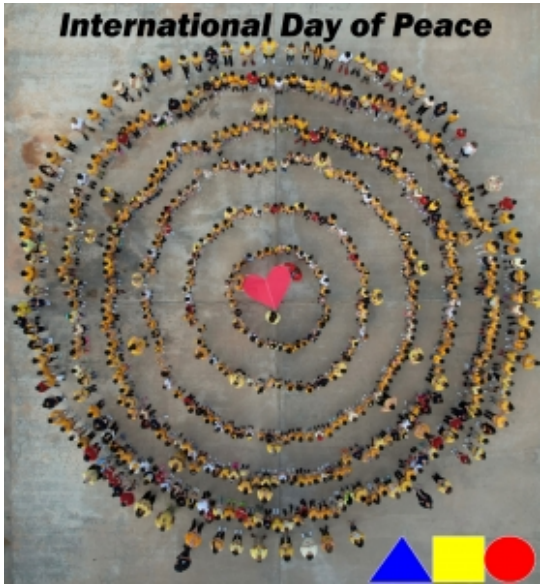
Administrative Recommendation:

Approval of the 2025-2026 ECISD Campus Improvement Plans

Ector County Independent School District

Austin Montessori Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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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 of 2026, the % of students performing at MEETS level on 3rd-6th Math STAAR will increase from 35% to 38%.

Indicators of Success:
Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, iReady Diagnostics, MAP, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.				

No Progress Accomplished Continue/Modify Discontinue

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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 2: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 52% to 55%

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 11% to 15%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

 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.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 69% to 74%

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

 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.

Performance Objective 2: The % K-3 students will show growth from 55% to 58% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

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.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 51% to 54%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	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 1: School Connectedness panorama data will increase from 67% to 70%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will implement "The Eagle of the Month" to highlight students.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.	Formative			Summative
	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

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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: Student daily attendance will maintain at 95%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Jean Day Fridays based on weekly classroom attendance percentages.	Formative			Summative
	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

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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 3: Exclusionary disciplinary infractions will maintain.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement "The Eagle of the Month" to highlight students.	Formative			Summative
	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 1: Austin Montessori will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will use a correlation of the TEKS and Montessori materials.	Formative			Summative
	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will maintain at 95%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Jean Day Fridays based on weekly classroom attendance percentages.	Formative			Summative
	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 1: Austin Montessori will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects Pre-K-6th.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver effective, rigorous, Tier One instruction by planning rigorous, standards-aligned lessons that engage all learners.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive ongoing professional development and instructional coaching that will support them in using high-impact strategies.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase campus wide sense of belonging from 61% to 65% by the end of May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implement "Montessori Buddies" campus wide. Adult partners supporting and checking in on each other.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Community recognition activities.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

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Ector County Independent School District

Barbara Jordan Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

We believe that all students have a responsibility to behave in an appropriate manner that allows teachers to teach, students to learn, and does not violate the best interest of any individual in the school community.

Vision

Together we learn, together we grow, together we succeed.

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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 of 2026, the percentage of students performing at the MEETS level on 3rd Math STAAR will increase from 29% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints. MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Coach - Title One School-wide - $75,000				236

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Tutoring Program - Title One School-wide - $3,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. **Root Cause**: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 of 2026, the percentage of students performing at the MEETS level on 4th Math STAAR will increase from 28% to 40%.

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

Evaluation Data Sources: STAAR Math results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				238

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				239

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. **Root Cause**: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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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 of 2026, the percentage of students performing at the MEETS level on 5th Math STAAR will increase from 28% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR math test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				241

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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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 of 2026, the Percentage of students performing at the MEETS level on 3rd Reading STAAR will increase from 43% to 45%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				244

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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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 5: By May of 2026, the percentage of students performing at the MEETS level on 4th Reading STAAR will increase from 45% to 50%.

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

Evaluation Data Sources: STAAR reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				247

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 Percentage of students performing at the MEETS level on 5th Reading STAAR will increase from 43% to 50%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				250

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

252

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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 13% to 25%.

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

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				253

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. **Strategy's Expected Result/Impact:** Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

255

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 56% to 60% by May 2026.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP MOY and EOY
IReady Diagnostic Reports
Checkpoints
MOY Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				256

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 2: By May of 2026, the percentage of K-3 students will show growth from 63% to 65% on their READING MAP ASSESSMENT

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP MOY and EOY
IReady Diagnostic Reports
Checkpoints
MOY Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				258

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 43% to 45%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP MOY and EOY
IReady Diagnostic Reports
Checkpoints
MOY Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				260

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. **Strategy's Expected Result/Impact:** Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

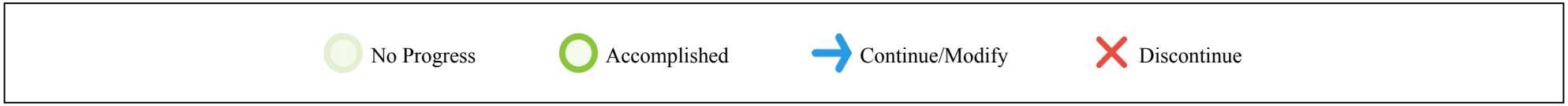
Performance Objective 1: Student daily attendance will increase from 94% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance. **Strategy's Expected Result/Impact:** Help educate parents on the importance of attendance and the impact on student achievement. **Staff Responsible for Monitoring:** Attendance Clerk Admin Team **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				262

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion. **Strategy's Expected Result/Impact:** Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal. **Staff Responsible for Monitoring:** Attendance Clerk Admin Team **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				



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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: School Connectedness panorama data will increase from 48% to 60%.

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

Evaluation Data Sources: Fall Panorama
Spring Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. **Strategy's Expected Result/Impact:** Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				264

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. **Strategy's Expected Result/Impact:** Decrease in office referals and classroom removals. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 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.

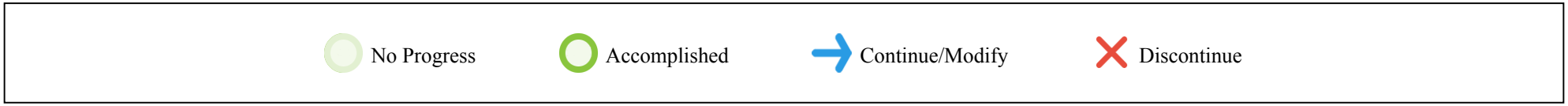
Performance Objective 3: Exclusionary disciplinary infractions will decrease from 20% to 10%.

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

Evaluation Data Sources: Bi-Weekly Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. **Strategy's Expected Result/Impact:** Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				266

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. **Strategy's Expected Result/Impact:** Decrease in office referals and classroom removals. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				



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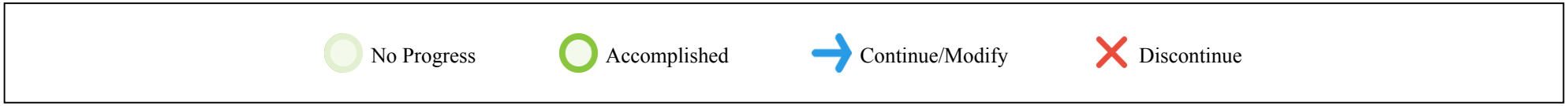
Board Goal 4: Classroom Excellence

Performance Objective 1: Achieve a 50% reduction in office discipline referrals (ODRs) by the end of the 2025-2026 academic year through the consistent application of Tier 1 PBIS strategies and the utilization of the PBIS Rewards system, including bi-monthly access to the PAW Mart school store.

Evaluation Data Sources: Bi-Weekly Discipline Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. **Strategy's Expected Result/Impact:** Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				268

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. **Strategy's Expected Result/Impact:** Decrease in office referals and classroom removals. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				



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Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2025-2026 school year, all teachers will implement blended learning strategies consistently, with 100% participation starting from the first week of school. Bi-weekly blended learning walkthroughs will be conducted to monitor fidelity and provide actionable feedback, resulting in at least an 85% increase in student engagement and proficiency as measured by classroom observations and formative assessments.

Evaluation Data Sources: Walkthroughs
Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide professional development at the start of the year focused on blended learning best practices and technology integration. Teachers and all instructional staff will need to take at least one UTEACH Course on Blended Learning. **Strategy's Expected Result/Impact:** Providing professional development and requiring all instructional staff to complete a UTEACH course on blended learning will enhance teachers' confidence and competence in integrating technology and blended learning strategies effectively. As a result, instructional quality will improve, leading to more engaging, personalized learning experiences for students. This increased teacher proficiency is expected to translate into higher student engagement, better mastery of learning objectives, and measurable growth in academic performance. **Staff Responsible for Monitoring:** Grade Level Leads, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Professional Development - Title One School-wide - $1,200				270

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize student data from formative assessments and digital platforms to personalize learning and adjust instruction. **Strategy's Expected Result/Impact:** Utilizing student data from formative assessments and digital platforms to personalize learning will enable teachers to identify individual strengths and areas for growth promptly. This targeted approach allows for timely instructional adjustments, ensuring that students receive the support or challenges they need to progress. As a result, student engagement and achievement will increase, leading to improved mastery of standards and higher overall academic growth. **Staff Responsible for Monitoring:** Grade Level Leads, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Teacher Leads - Title One School-wide - $17,500				

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No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 48% to 55%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. **Strategy's Expected Result/Impact:** Improved trust and consistent adult connections for students most at risk of disengagement. **Staff Responsible for Monitoring:** Admin Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement a Jaguar of the Month program to intentionally recognize students for positive character, effort, and contributions to the school community. **Strategy's Expected Result/Impact:** By May, Panorama School Connectedness scores will increase from 48% to 55%. Students will report higher levels of feeling valued, seen, and connected to the school community. Families will express increased satisfaction with recognition opportunities. **Staff Responsible for Monitoring:** Counselors Teachers Admin **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, PTA membership will increase from 25 to 75 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.

Evaluation Data Sources: PTA Membership

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Launch a family outreach campaign using newsletters, social media, and school events to promote PTA membership benefits and opportunities. **Strategy's Expected Result/Impact:** Launching a comprehensive family outreach campaign will increase awareness of the PTA's role and benefits, fostering stronger connections between families and the school community. As a result, more families will be motivated to join, leading to higher PTA membership, increased volunteer participation, and enhanced support for school initiatives. **Staff Responsible for Monitoring:** PTA President **ESF Levers:** Lever 3: Positive School Culture				273

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaborate with teachers and staff to personally invite parents and guardians to join the PTA. **Strategy's Expected Result/Impact:** By engaging teachers and staff to personally invite parents and guardians to join the PTA, the school will foster trust and build stronger relationships with families. This personalized approach is expected to increase parent buy-in and participation, leading to higher PTA membership rates and greater family involvement in school activities and decision-making. **Staff Responsible for Monitoring:** PTA President Principal **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Student daily attendance will increase from 94% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance. **Strategy's Expected Result/Impact:** Help educate parents on the importance of attendance and the impact on student achievement. **Staff Responsible for Monitoring:** Attendance Clerk Admin Team **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				274

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion. **Strategy's Expected Result/Impact:** Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal. **Staff Responsible for Monitoring:** Attendance Clerk Admin Team **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Blackshear Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The Mission of Blackshear Elementary is to instill a GROWTH Mindset among all staff members and students, so that all students are encouraged and empowered to achieve their goals.

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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 of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33 % to 38%.

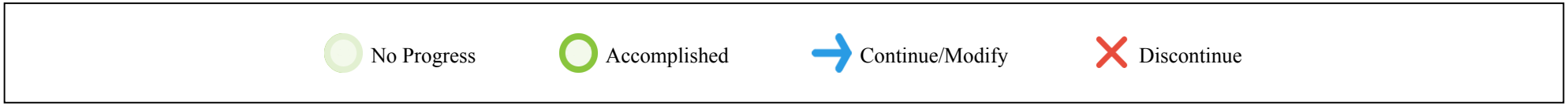
Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP MOY and EOY
IReady Diagnostic Reports
Checkpoints
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and 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. **Strategy's Expected Result/Impact:** IReady Diagnostics increasing from BOY to EOY Checkpoints Read 180 and ST math for 1416 kids MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** FTEs MCLs Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize Read 180 and ST math for 1416 kids, and targeted tutoring three time a week for 20 -30 minutes each session; Blended Learning in the beginning stages; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY Checkpoints scoring at meets level **Staff Responsible for Monitoring:** FTEs MCLS Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Leverage iPads connected to Promethean Boards to enhance instructional delivery through live modeling, interactive demonstrations, and guided practice. Teachers will use this technology to facilitate real-time discourse, model skills step-by-step, and promote student engagement in collaborative learning tasks. Action Steps: **Strategy's Expected Result/Impact:** Lesson plans including iPad modeling activities. Walkthrough/observation notes indicating use of iPads for skill modeling and student discussion. PLC minutes reflecting technology integration strategies. Increased student engagement during modeled lessons. Improved student discourse and ability to articulate skills/strategies. Positive teacher feedback on instructional clarity and student participation. **Staff Responsible for Monitoring:** MCLs 3rd-5th Teachers Leadership **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** ipads and stylus pen - Title One School-wide - $12,500				



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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 2: 2. By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 30% to 35 %.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP MOY and EOY
Diagnostic IReady Reports
Checkpoints
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalize instructions), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in IReady and targeted tutoring reports for Reading **Staff Responsible for Monitoring:** MCLs Administrators Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations utilizing Read 180 and ST math for 1416 kids, and targeted tutoring for K-3 three times a week for 20-30 minutes; Blended Learning is in second year implementation. Adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** IReady lessons passed at 70% or higher (2-3 lessons a week) IReady monthly progress for Bilingual Students Checkpoint monitoring meets percentage **Staff Responsible for Monitoring:** FTEs MCLs Principals **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Title One Funds $12,500 moved for technology and purchase - Title One School- Improvement - $12,500				

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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 16% to 23 %.

Evaluation Data Sources: MAP MOY and EOY reports
SCA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Checkpoints monitoring meets percentage **Staff Responsible for Monitoring:** MCLs Principals Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				283

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS **Staff Responsible for Monitoring:** Principals MCLs Teachers **Title I:** 2.51, 2.52, 2.53, 2.535 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

284

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 43% to 48%

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: Checkpoints
MAP MOY and EOY
Diagnostic IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** MCL's Principals **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				285

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will implemented. Tutoring groups will be utilized to provide interventions. 4-5 grade will utilized Read 180 and ST math for 1416 kids. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** MCLs Classroom teachers Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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 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.

Performance Objective 2: 2. The K-3 students will show growth from 42% to 47% on their READING MAP ASSESSMENT.

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 MOY and EOY
Diagnostic IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				287

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions. **Strategy's Expected Result/Impact:** Increased engagement in Tier I instructions through Blended Learning stations. Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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.

Performance Objective 3: By May of 2026, the number of students performing at the Meets level in 3rd RLA STAAR will increase from 28% to 33%.

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: MAP MOY and EOY
Monthly IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through internalizing lessons , apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				289

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions, and adhere to the ECISD RLA Framework. **Strategy's Expected Result/Impact:** Increased engagement in Tier I instructions through Blended Learning stations. Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Classroom Teachers Principals **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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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 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

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%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organizational skills two way communication between school and home **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.52, 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				291

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Rigorous lessons organizational skills Increased writing skills **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.51, 2.52, 2.53, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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.

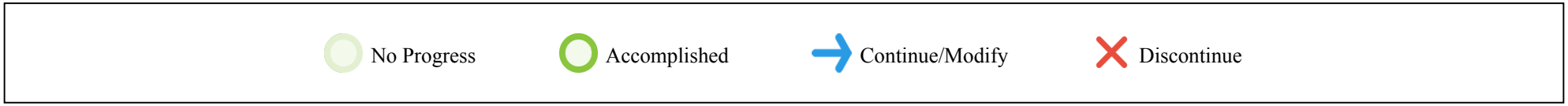
Performance Objective 2: School Connectedness panorama data will increase from 61% to 66%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive relationships Increase school climate and morale **Staff Responsible for Monitoring:** Teachers Counselor SEL Site Team **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				293

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be implemented two times a month 45 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Development of Positive Relationships Increased Problem Solving Skills **Staff Responsible for Monitoring:** Counselor **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



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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 3: Student daily attendance will increase from 93% to 93.5%.

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Truancy Form **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				295

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance. **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** Grade level Attendance Liaisons **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

Evaluation Data Sources: Checkpoints
IReady
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement data-driven small group instruction and provide targeted interventions based on SCA/benchmark assessments. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY Checkpoint % scoring at meets level **Staff Responsible for Monitoring:** Classroom Teachers Prinicpal MCL Assistant Principal **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				296

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen cross-curricular literacy by embedding reading, writing, and academic vocabulary strategies in all core content areas (RLA, Math, Science, Social Studies). **Strategy's Expected Result/Impact:** MAP Growth BOY to EOY Checkpoint % scoring at meets level **Staff Responsible for Monitoring:** MCLs Teachers Principals **Title I:** 2.51, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 2: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching. **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level **Staff Responsible for Monitoring:** Principals MCLs Teachers **Title I:** 2.52, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				298

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a structured peer observation and ensure the use of the instructional coaching cycle to promote consistent use of evidence-based practices across classrooms. **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level **Staff Responsible for Monitoring:** Teachers MCLs Principals **Title I:** 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.

Evaluation Data Sources: Surveys
Behavior Reports
Checkpoint/MAP Data
Walk Throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Blended Learning, and use of technology. **Strategy's Expected Result/Impact:** Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCLs Principals **Title I:** 2.51, 2.52 **Problem Statements:** School Culture and Climate 1				300

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Integrate structured student voice through Habits of Discussion into daily lessons to promote active participation and ownership of learning. **Strategy's Expected Result/Impact:** Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCLs Principals **Title I:** 2.51, 2.53, 2.534 **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

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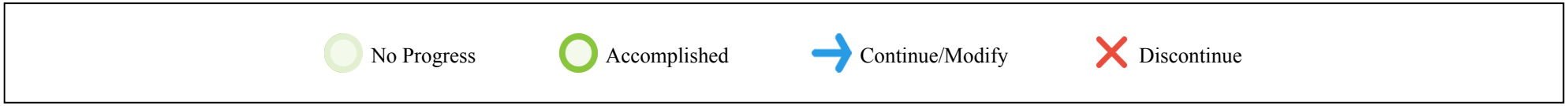
Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (House System, PBIS and CHAMPS) Framework	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners **Staff Responsible for Monitoring:** Administrators Teachers MCLs **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				302

Strategy 2 Details	Reviews			
Strategy 2: Incorporate regular Social-Emotional Learning (SEL) lessons and restorative practices to proactively support positive behavior and reinforce expectations.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: reduce repeated misbehaviors\ increase student accountability foster a respectful and safe learning environment **Staff Responsible for Monitoring:** Teachers Counselor Principals **Title I:** 2.51, 2.53, 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				



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Board Goal 5: Culture of Excellence

Performance Objective 2: Recognize and celebrate student and staff achievements through regular school-wide and classroom-level acknowledgments.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards). **Strategy's Expected Result/Impact:** Track number of students recognized Staff and Student Feedback **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				304

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage teachers to embed daily and weekly acknowledgment routines within their classrooms. **Strategy's Expected Result/Impact:** Strengthens student-teacher relationships builds a positive classroom culture decrease in referral s and repeat behaviors **Staff Responsible for Monitoring:** Teachers Counselors Principals **Title I:** 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student leadership, voice, and involvement in campus activities (5th grade Ambassadors, peer mentoring, Bobcat of the Month) by at least 10% to build ownership of a culture of excellence.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand Student Leadership Opportunities through 5th Grade Ambassadors and House System. **Strategy's Expected Result/Impact:** Students develop ownership, responsibility, and leadership skills while contributing to a culture of excellence across the school. **Staff Responsible for Monitoring:** Teachers Principals Counselor **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				305

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement Student-Led Events and Initiatives **Strategy's Expected Result/Impact:** Increased student engagement and pride in school accomplishments, fostering a stronger, student-driven culture of excellence. **Staff Responsible for Monitoring:** Principals Teachers **Title I:** 2.52, 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Blanton Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

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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 25-26, 3rd - 5th grade students will increase the meets standards on reading from 41% to 46%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal assessments, SCA, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: .K-5 classroom teachers will target at risk populations utilizing Read 180 and ST Math for 1416 kids, small group instruction, and targeted tutoring for K-3 three times a week for 20-30 minutes; Teachers will adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** growth in students' individual learning pathways IReady lessons passed at 70% or higher (2-3 lessons a week) **Staff Responsible for Monitoring:** Teachers, instructional coach and leadership team. **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 2 **Funding Sources:** Part time tutor for 1st grade to help close gaps - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional coach will lead weekly PLC focusing on data from checkpoints and MAP and do informal checks to develop responsiveness and enrichment. **Strategy's Expected Result/Impact:** Teachers will use data to make informed instructional decisions to target individualized instruction **Staff Responsible for Monitoring:** Instructional Coach and leadership team **Title I:** 2.52, 2.534 **- 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:** Instructional coach-She will support all grade levels and help facilitate PLCs - Title One School-Improvement - $80,000				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Lack of Tier 1 instruction in Reading resulted in disproportionate student performances of all sub-populations across grade levels. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor.

Student Achievement
Problem Statement 2: In 24-25 only 41% of 3rd-grade students were reading on grade level **Root Cause**: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.

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 of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33% to 60%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark,STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using MAP, SCA, and STAAR interim data the leadership team will implement the DDI process, develop TEKS knowledge, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Curriculum coach and Campus Leadership **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				310

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Curriculum coach and campus leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 17% to 25 %.

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 MOY and EOY reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be exposed to academic vocabulary in all grade levels. Teachers will create interactive science word walls and anchor charts. Students will create and use interactive science journals while using specific note-taking strategies. **Strategy's Expected Result/Impact:** Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. **Staff Responsible for Monitoring:** Leadership, IC, Teachers				311

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs. Teachers will reteach lessons on low-scoring TEKS. Planning for the reteach and reassess will be rehearsed during PLCs. Leadership will follow up to observe the reteach lessons **Staff Responsible for Monitoring:** Teachers, IC, Leadership team				

 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.

Performance Objective 1: By 25-26, 3rd grade students will increase the meets standard on reading from 41% to 46%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal assessments, SCA, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional Coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** Rigorous lessons The percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** IC Principals **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				312

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group. **Strategy's Expected Result/Impact:** Increased engagement in Tier I instructions Rigorous lessons IReady will show an increase of students meeting growth from BOY to EOY diagnostic check The percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** IC Principals **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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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.

Performance Objective 2: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 39% 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 data from BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** IC Principals **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				314

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Differentiated instruction through LLI, Guided Reading, and Sirius will be used. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. ncrease in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Instructional Coach, Campus Leadership **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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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 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

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%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organizational skills two way communication between school and home **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.52, 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				316

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Rigorous lessons organizational skills Increased writing skills **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.51, 2.52, 2.53, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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.

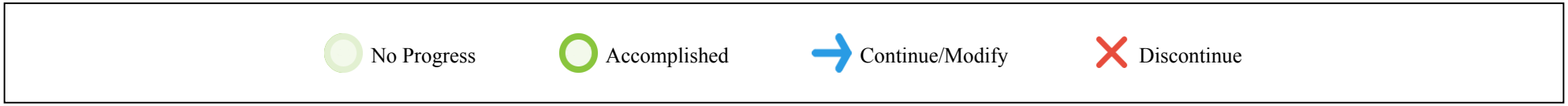
Performance Objective 2: School Connectedness panorama data will increase from 64% to 70 %.

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 - 2026 Goal: 52%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive relationships Increase school climate and morale **Staff Responsible for Monitoring:** Teachers Counselor SEL Site Team **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				318

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be implemented two times a month 30 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Development of Positive Relationships Increased Problem Solving Skills **Staff Responsible for Monitoring:** Counselor **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



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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 3: Student daily attendance will increase from 92.4% to 95%.

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form. **Strategy's Expected Result/Impact:** Increase attendance to 95% **Staff Responsible for Monitoring:** Teachers Counselor Assistant Principal Principal **ESF Levers:** Lever 3: Positive School Culture				320

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance. **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** attendance clerk, teachers, admin **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

Evaluation Data Sources: Checkpoints
IReady
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement data-driven small group instruction and provide targeted interventions based on SCA/benchmark assessments. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY SCA scoring at meets level **Staff Responsible for Monitoring:** Classroom Teachers Prinicpal Instructional Coach Assistant Principal **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				321

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science. **Strategy's Expected Result/Impact:** 100% of students will have access to high-quality instructional materials for tier 1 instruction. **Staff Responsible for Monitoring:** Administrators, teachers Instructional coach **TEA Priorities:** 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

Performance Objective 1 Problem Statements:

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Curriculum, Instruction, and Assessment
Problem Statement 1: Current STAAR data indicate that a significant percentage of students are not meeting grade-level expectations, revealing gaps in the alignment between curriculum instruction and assessment. Teachers face challenges in delivering Tier 1 instruction that meets the depth of the TEKS, and vertical alignment is insufficient to ensure that foundational math skill **Root Cause**: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth of rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase attendance rate from 92.9% to 95% for all students by May of 2026.

Evaluation Data Sources: Attendence records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences. **Strategy's Expected Result/Impact:** To improve family awareness and earlier interventions will reduce chronic absenteeism, resulting in more students attending regularly and contributing to reaching the 95% attendance goal. **Staff Responsible for Monitoring:** Administrators, teachers, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incentivize and Support Student Attendance by implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits. **Strategy's Expected Result/Impact:** Incentives and wraparound supports will encourage students to attend consistently, strengthen a positive school culture around attendance, and drive progress toward the 95% target. **Staff Responsible for Monitoring:** Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching. **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY SCA scoring at meets level **Staff Responsible for Monitoring:** Principals MCLs Teachers **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				324

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leadership & Instructional coach will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** Instructional coach Administrators **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 41% of 3rd-grade students were reading on grade level **Root Cause**: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referral

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (PBIS, EMERGENT TREE) Framework **Strategy's Expected Result/Impact:** Decrease in Referrals Engaged and Positive learners **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach **Title I:** 2.53, 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture				326

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. **Strategy's Expected Result/Impact:** The expectation is that students will learn how to monitor their mental health and be aware of their reaction. **Staff Responsible for Monitoring:** Administrators Teachers Counselor Instructional Coach **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All PreK-5th-grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations **Staff Responsible for Monitoring:** Administrators and counselor **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 46% to 66%.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student & Staff Recognition (Student of the Month, Employee of the month, Most Improved, Character Trait Awards). **Strategy's Expected Result/Impact:** Track number of students recognized Staff and Student Feedback **Staff Responsible for Monitoring:** Administrators Teacher Counselor **Title I:** 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				328

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Student-Teacher and Peer Relationships by implementing weekly classroom community circles or morning meetings to build trust, promote student voice, and strengthen relationships. **Strategy's Expected Result/Impact:** Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons. **Staff Responsible for Monitoring:** Administrators, teachers, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 60 %of students believe that adults and peers care about their learning and them, as measured by the Panorama survey goal. School climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause**: Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff, and lack of structured opportunities for students to build meaningful connections with others.

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Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging and engagement will increase from 60% to 67 % by the end of the school year, as reflected on the Spring Panorama data.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members. **Strategy's Expected Result/Impact:** Teachers will utilize curriculum to address the wholistic needs of all students. **Staff Responsible for Monitoring:** Leadership, teachers **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. **Strategy's Expected Result/Impact:** Student connectedness will increase to 75%. **Staff Responsible for Monitoring:** Teachers, leadership, counselor **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Bonham Middle School

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Bonham Middle School will ***promote*** a **positive social, emotional, and academic well-being in every person** by **embracing diversity, delivering high-quality, rigorous Tier I instruction** and **establishing structured systems of collaboration and communication.**

Vision

Creating

Opportunities *while*

Working towards

Life Long Learning *and*

Success!

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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: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 41% to 52% in the 2025-2026 school year.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. **Strategy's Expected Result/Impact:** Overall student performance on MAP Math assessments across 6th-8th grade will increase. **Staff Responsible for Monitoring:** Math Department Chair, MCLs, AP and Principal **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**				334

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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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 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 48% to 55% in the 2025-2026 school year.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: EOY READING MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. **Strategy's Expected Result/Impact:** Overall student performance on MAP ELAR assessments across 6th-8th grade will increase. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				336

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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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: The percentage of students achieving or exceeding their Science projected MAP growth will increase from 58% to 65% in the 2025-2026 school year.

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: EOY MAP SCIENCE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. **Strategy's Expected Result/Impact:** Overall student performance on MAP ELAR assessments across 6th-8th grade will increase. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				338

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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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: Students overall achievement (6th-8th) at meets or above on Math STAAR will increase from 34% to 48% by the end of May 2026.

HB3 Board Goal

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

Evaluation Data Sources: STAAR Math (6th-8th)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by the end of the two week cycle. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				340

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

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Demographics

Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

Student Achievement

Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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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 5: Students overall achievement (6th-8th) at meets or above on ELAR STAAR will increase from 40% to 48% by the end of May 2026.

HB3 Board Goal

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

Evaluation Data Sources: STAAR ELAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by the end of the two week cycle. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				343

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

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Demographics

Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

Student Achievement

Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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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 6: Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 22% to 48% by the end of May 2026.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR SCIENCE-8th Grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by the end of the two week cycle. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				346

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

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Demographics

Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

Student Achievement

Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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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 7: Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 9% to 20% by the end of May 2026.

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

Evaluation Data Sources: STAAR SOCIAL STUDIES- 8th GRADE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by the end of the two week cycle. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				349

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

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Demographics

Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

Student Achievement

Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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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 8: Students overall achievement at masters level in Algebra 1 will increase from 59% to 65% by the end of May 2026.

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: STAAR ALG 1- 7th/8th

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by the end of the two week cycle. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				352

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

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Demographics

Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

Student Achievement

Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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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.

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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 1: Overall student attendance will increase for 92% to 93% by the end of May 2026.

HB3 Board Goal

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

Evaluation Data Sources: Attendance tracking sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance. **Strategy's Expected Result/Impact:** Increased sense of belonging and connection for students. Reduced number of students identified as chronically absent. Improvement in classroom climate and student engagement. **Staff Responsible for Monitoring:** Principals, APs, teachers, counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				356

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions. **Strategy's Expected Result/Impact:** Decrease in chronic absenteeism among McKinney-Vento and CIS-identified students. Increased family engagement with school services and supports. Improved academic participation and classroom engagement for supported students. **Staff Responsible for Monitoring:** Campus Principal McKinney-Vento Liaison Communities in Schools Liaison Attendance Clerk Assistant Principals Counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				357

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 2: By the end of the 2025-2026 school year, the campus will reduce the number of students in grades 6-8 with chronic discipline referrals (defined as 3 or more referrals per semester) by 25% compared to the 2024-2025 school year, through implementation of proactive behavior interventions, relationship-building programs, and consistent campus-wide discipline practices.

HB3 Board Goal

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

Evaluation Data Sources: Discipline Referrals in Focus and documented intervention support through MTSS/counseling/SPED

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors. **Strategy's Expected Result/Impact:** Improved student relationships with staff, leading to a decline in repeated behavior incidents and fewer chronic referrals. **Staff Responsible for Monitoring:** Principal, Teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				358

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents. **Strategy's Expected Result/Impact:** Use behavior data to identify at-risk students and apply tiered supports **Staff Responsible for Monitoring:** Principal/MTSS/Campus Behavior Coordinator **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

HB3 Board Goal

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: APs and Principal **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Organization 1, 2 **Funding Sources:** - Title One School- Improvement - $140,000				360

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. **Strategy's Expected Result/Impact:** This approach will reduce misbehavior, time out of class, and discipline referrals while increasing on-task behavior, student engagement, and academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1, 2				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause**: Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause**: Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause**: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, the campus will implement an instructional approach to behavioral strategies for all students by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and across all common areas, including restrooms.

Evaluation Data Sources: Staff training on Tier 1 behavior supports and common language posted and referenced expectations in every classroom.

Monthly fidelity checks to monitor implementation by campus administration.

Follow-up support through Professional Learning Community meetings and coaching cycles.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				363

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				364

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause**: Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause**: Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause**: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 5: Culture of Excellence

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2026 school year.

HB3 Board Goal

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting. **Strategy's Expected Result/Impact:** Overall connectedness will increase as staff and students . **Staff Responsible for Monitoring:** Principal, APs, Counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				366

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				367

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				368

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause**: Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

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School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause**: Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause**: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 5: Culture of Excellence

Performance Objective 2: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

HB3 Board Goal

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math. **Strategy's Expected Result/Impact:** Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. **Staff Responsible for Monitoring:** Principal, APs **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				370

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. **Strategy's Expected Result/Impact:** Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				371

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

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Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

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Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause**: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause**: Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause**: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause**: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause**: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause**: Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause**: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Ector County Independent School District

Bowie Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

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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, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%.

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 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Admin will place students into high-quality READING teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps. **Strategy's Expected Result/Impact:** By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%. **Staff Responsible for Monitoring:** Principal, admin team, counselors. **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Learning 1				375

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the READING classroom. **Strategy's Expected Result/Impact:** By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%. **Staff Responsible for Monitoring:** Principal, admin team, MCLs, Dept chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 50% to 55%.

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 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Admin will place students into high-quality MATH teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps. **Strategy's Expected Result/Impact:** By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%. **Staff Responsible for Monitoring:** Principal, admin team, counselors. **Title I:** 2.51, 2.52, 2.53 - **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 **Problem Statements:** Student Learning 1				377

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the MATH classroom. **Strategy's Expected Result/Impact:** By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%. **Staff Responsible for Monitoring:** Principal, admin team, MCLs, Dept chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

378

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%.

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the MATH classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Learning 1				379

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Math classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

380

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%.

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the Reading classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				381

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Reading classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

382

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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 percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%.

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Admin will recruit a High Quality Algebra 1 teacher with a record of high performance on STAAR tests. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Learning 1				383

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Algebra 1 classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. **Staff Responsible for Monitoring:** Admin and Math MCL **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Social Studies teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				385

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Social Studies classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress | Accomplished | Continue/Modify | Discontinue

386

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores. **Root Cause**: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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 percentage of students performing at the MEETS level on Science STAAR will increase from 24% to 31%

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Science teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				387

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Science classrooms. **Strategy's Expected Result/Impact:** By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores. **Root Cause**: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

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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.

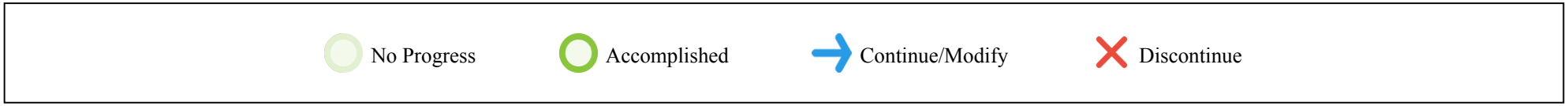
Performance Objective 1: Bowie will increase average daily attendance from 91.9% to 93% by May 2025.

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

Evaluation Data Sources: Weekly attendance dashboard and daily Focus monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie will work with district truancy committee and campus Counselors, assigned AP, teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance. **Strategy's Expected Result/Impact:** Bowie will increase daily attendance from 91.9% to 93% by May 2025. **Staff Responsible for Monitoring:** Assigned AP, counselors, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Inventive Reward items for attendance - Local - $2,500				390

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive back to school Counselor training from counselors including Trauma informed, Child Abuse/Mandatory Reporting, referral process, community and family outreach support. as well as iLead classroom curriculum modules to use with students. **Strategy's Expected Result/Impact:** Bowie will increase daily attendance from 91.9% to 93% by May 2025. **Staff Responsible for Monitoring:** Counselors, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



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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.

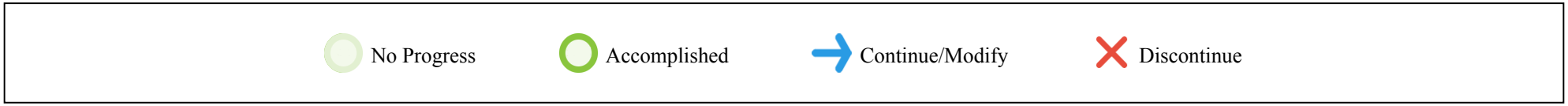
Performance Objective 2: Exclusionary disciplinary infractions, dis-proportionality of special education students who receive out of school or alternative education placement, will decrease to zero at Bowie.

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: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which was rolled out in the district in 2024-2025. **Strategy's Expected Result/Impact:** Focus campus overall "incidence report" disciplinary infractions will decrease by 5% from 2025 to 2026 school year. **Staff Responsible for Monitoring:** Assistant Principals, classroom teachers, department chairs, counselors. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				392

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will continue our effective and successful Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing classroom student engagement. **Strategy's Expected Result/Impact:** 100% of Bowie will use the Pre-Referral Checklist processes and procedures to reduce instances of students being removed from the Tier 1 classroom. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, classroom teachers, department chairs. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				



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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.

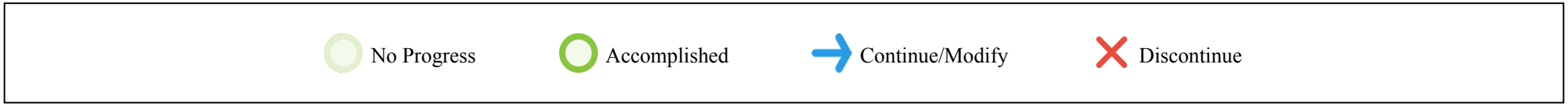
Performance Objective 3: Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness which will increase the number of students accepted into choice school by 5% by May 2026.

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: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will utilize 8th grade counselor to bring awareness and opportunity for all students to have equitable access to choice schools, and assist with application and parent awareness. **Strategy's Expected Result/Impact:** The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.) **Staff Responsible for Monitoring:** Principal, AP, 8th Grade Counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				394

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie new AVID Site lead will attend summer training in order to provide campus PD bimonthly across campus with a lead team. **Strategy's Expected Result/Impact:** The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.) **Staff Responsible for Monitoring:** Bowie AVID site team, admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				



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Board Goal 4: Classroom Excellence

Performance Objective 1: Bowie will strive to decrease the percent of non-certified teachers in Reading and Math from 61% to 55% by May 2025.

Evaluation Data Sources: Certifications and staffing will show what percent are certified in their content SBEC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Non-certified teachers will meet with Dept Chair and Principal at MOY and EOY to show progress on certification. **Strategy's Expected Result/Impact:** Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025. **Staff Responsible for Monitoring:** Dept Chair Principal **Title I:** 2.51, 2.52, 2.53 **- 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 2: Strategic Staffing **Problem Statements:** Student Learning 1				396

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie will work with Alt-Certification Entities and ECISD HR department such as OPT, to provide needed PD classes, and PD for pipeline teachers to work toward certification this school year. **Strategy's Expected Result/Impact:** Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025. **Staff Responsible for Monitoring:** Principal, Dept Chairs, MCL **Title I:** 2.51, 2.52, 2.53 **- 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 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

397

Board Goal 4: Classroom Excellence

Performance Objective 2: Bowie will ensure Classroom Excellence across the campus by delivering High Quality Tier One Instruction in every classroom.

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Admin Team will attend summer PD: Solutions Tree, PLCs at Work conference. **Strategy's Expected Result/Impact:** Admin team will have a quality understanding of what PLCs should and will look like at Bowie MS. **Staff Responsible for Monitoring:** Principal and Admin Team, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Travel for admin Summer Professional development - Local - $6,500				398

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie will provide Back to School high quality professional development to entire campus staff and support aides on productive and effective PLCs the Bowie Way. **Strategy's Expected Result/Impact:** Teachers, PLC leads will implement and lead high quality PLCs that will improve checkpoint and EOY data gathered. **Staff Responsible for Monitoring:** Teachers, PLC leads, Admin, MCLs, Dept Chairs **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

399

Board Goal 4: Classroom Excellence

Performance Objective 3: Bowie will ensure Classroom Excellence across the campus by delivering Job-Embedded PD (Professional Development).

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025 and 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity. **Strategy's Expected Result/Impact:** Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation, Action Cycle. **Staff Responsible for Monitoring:** Admin, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Learning 1 - School Processes & Programs 2				400

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team. **Strategy's Expected Result/Impact:** Tier 1 instruction will increase Admin and instructional leadership team increase their capacity to lead quality observation and coaching cycles with their classroom teachers. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Coach - Title One School-wide - $75,000, Contract Services Observation, Coaching Feedback cycles for Admin Team Math/RLA - Title One School-wide - $30,000, Contract Services for Observation, Coaching Feedback cycles for Science - Title One School-wide - $30,000, Contract Services for Observation, Coaching Feedback cycles for Soc Studies - Title One School-wide - $30,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.
Problem Statement 2: Campus has continued to move out of a steep accountability decline since it moved from choice school AP/IB to neighborhood school over the last 5-7 years. **Root Cause**: Bowie Middle School has suffered five years straight turnover in two grade levels for reading teachers.
School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

401

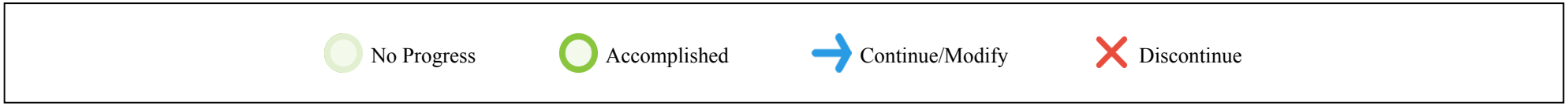
Board Goal 5: Culture of Excellence

Performance Objective 1: Bowie's School Connectedness Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All classrooms will post The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity as well as in the hallways, (which is included in our Emergent Tree implementation, a pilot for the district). **Strategy's Expected Result/Impact:** Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026. **Staff Responsible for Monitoring:** Admin, MCLs, Dept Chairs **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability** **Funding Sources:** School Wide The Bowie Way posters Throughout the Building and classrooms - Local - $500				402

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Principal will add to daily announcements a purposed The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity and APs will embed in common areas and all areas from discipline to instruction. **Strategy's Expected Result/Impact:** Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026. **Staff Responsible for Monitoring:** Principal, Admin team **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability**				



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Board Goal 5: Culture of Excellence

Performance Objective 2: Bowie's School Connectedness Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High Quality PLCs will occur daily in all STAAR tested areas, and weekly in non-tested areas to ensure classroom excellence across the campus and across all contents. **Strategy's Expected Result/Impact:** Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026 **Staff Responsible for Monitoring:** Admin Team, MCLs, Department chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				404

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 6th Grade all Reading and all Math classes will be double block to ensure a high quality foundation of excellence as students move to 7th and 8th and then are ready for high school transition. **Strategy's Expected Result/Impact:** Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026 **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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Ector County Independent School District

Burleson Early Childhood Center

2025-2026 Board Goals/Performance Objectives/Strategies

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Mission Statement

Mission Statement

At Burleson Early Education Center, we serve every child by creating an inclusive, vibrant community where they feel valued and empowered to thrive. Through a mix of play-based exploration and direct instruction, we spark curiosity, foster independence, and instill a lifelong love of learning. Our approach supports emotional, social, physical, and cognitive growth, preparing children for kindergarten and a future full of possibilities.

Vision

Instructional Vision

“At Burleson EEC, purposeful play meets proven practice to ignite every child's academic journey."

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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: Student performance from CLI Wave 1 to Wave 3 will reflect that 80% of students are 'On Track' in the Phonological Awareness domain.

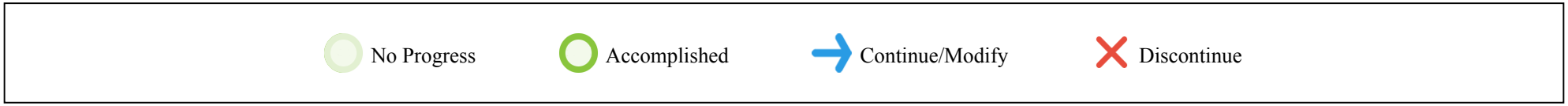
Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At the end of each Wave, a targeted review of students' performance on the CLI Phonological Awareness assessment will be conducted to identify specific areas of need. **Strategy's Expected Result/Impact:** Students will leave Prekindergarten with a strong Phonological Awareness foundation. **Staff Responsible for Monitoring:** Administrator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will conduct informal assessments of students' letter sound knowledge at the beginning of the year and every nine weeks thereafter to track progress. **Strategy's Expected Result/Impact:** Teachers will have access to more up-to-date data every nine weeks, between the scheduled CLI assessment periods. **Staff Responsible for Monitoring:** Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use the phonological awareness activities available in the CLI portal to support and enhance small group instruction. **Strategy's Expected Result/Impact:** Students will have access to high-quality phonological awareness activities in the small group setting. **Staff Responsible for Monitoring:** Teachers				



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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 2: Student performance from CLI Wave 1 to Wave 3 will reflect that 80% of students are 'On Track' in the Mathematical Foundations domain.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Report Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will count to 30 and beyond **Staff Responsible for Monitoring:** Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly homework that includes counting strategies and activities for parents to support their children's learning at home. **Strategy's Expected Result/Impact:** Parents will feel confident and equipped to support their child's learning at home. **Staff Responsible for Monitoring:** Teachers				

No Progress Accomplished Continue/Modify Discontinue

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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: Prekindergarten students will demonstrate age-appropriate scientific thinking by making predictions, testing simple hypotheses, and communicating their findings through pictures and words.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Teacher observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day. **Strategy's Expected Result/Impact:** Students will be provided with opportunities to engage in hands-on science activities that promote exploration and discovery. **Staff Responsible for Monitoring:** Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will have opportunities to conduct simple Cause-and-Effect Experiments. **Strategy's Expected Result/Impact:** Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions. **Staff Responsible for Monitoring:** Teachers				

No Progress Accomplished Continue/Modify Discontinue

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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.

Performance Objective 1: By the End of Year CLI assessment administration, 80% of students will be on track in Phonological Awareness.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI EOY Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will form flexible small groups using Beginning of Year and Middle of Year CLI assessment data. **Strategy's Expected Result/Impact:** Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities. **Staff Responsible for Monitoring:** Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home. **Strategy's Expected Result/Impact:** Parents will feel confident and equipped to support their child with pre-reading activities at home. **Staff Responsible for Monitoring:** Teachers				

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.

Performance Objective 2: By the End of Year CLI assessment administration, 40% of students will be on track in the Pre-Reading skill of Rhyming.

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to support instruction in rhyming skills. **Strategy's Expected Result/Impact:** Students will have access to a variety of hands-on learning materials. **Staff Responsible for Monitoring:** Administrator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day. **Strategy's Expected Result/Impact:** Students will be exposed to rhyming patterns throughout the day. **Staff Responsible for Monitoring:** Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Daily small group rhyming activities will be intentionally planned. **Strategy's Expected Result/Impact:** Students will have high-quality small group instruction, with a rhyming focus. **Staff Responsible for Monitoring:** Administrator				

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 91% by May 2029.

Performance Objective 1: By the end of the 2025-2026 school year, Burleson students' attendance rate will reach 92.5%.

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. **Strategy's Expected Result/Impact:** Students will feel motivated to attend school so they can fulfill their roles and contribute to the success of the School Family. **Staff Responsible for Monitoring:** Classroom Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The class with the highest weekly attendance will earn a class-wide fun activity. **Strategy's Expected Result/Impact:** Students will come to school and attendance will increase. **Staff Responsible for Monitoring:** Administrator				

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 91% by May 2029.

Performance Objective 2: By the end of the year, 85% of PreK students will demonstrate age-appropriate social skills--such as sharing, taking turns, and expressing needs appropriately--as measured by the CLI social-emotional assessment.

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 - 2026 Goal: 52%

Evaluation Data Sources: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, administrators will create visual schedules and visual expectations posters. **Strategy's Expected Result/Impact:** Students' SEL will be supported through age-appropriate visuals. **Staff Responsible for Monitoring:** Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers, assistants and administrators will attend Conscious Discipline training. **Strategy's Expected Result/Impact:** Staff will feel empowered to support students' Social Emotional Learning. **Staff Responsible for Monitoring:** Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Guidance Apprentice will do weekly, developmentally appropriate, play-based guidance lessons with students. **Strategy's Expected Result/Impact:** Students will be engaged in developmentally appropriate guidance lessons. **Staff Responsible for Monitoring:** Guidance Apprentice				

 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 91% by May 2029.

Performance Objective 3: 80% of PreK families will attend at least one school event or conference per semester.

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 - 2026 Goal: 52%

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burleson will organize events that encourage families to participate in activities alongside their children. **Strategy's Expected Result/Impact:** Families will actively participate in school-related events together. **Staff Responsible for Monitoring:** Administrator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Family event invitations and flyers will be translated into families' home languages, and bilingual staff will provide translation support during events. **Strategy's Expected Result/Impact:** The school will ensure that all communication is clear and accessible to parents. **Staff Responsible for Monitoring:** Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Burleson will host inclusive 'whole family' events where siblings are welcome, ensuring parents do not have to worry about childcare during school activities. **Strategy's Expected Result/Impact:** Burleson will work to remove barriers to family involvement, ensuring all families can actively participate in school activities. **Staff Responsible for Monitoring:** Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, Burleson students' attendance rate will reach 92.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. **Strategy's Expected Result/Impact:** Students will feel motivated to attend school so they can fulfill their roles and contribute to the success of the School Family. **Staff Responsible for Monitoring:** Classroom Teacher **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The class with the highest weekly attendance will earn a class-wide fun activity. **Strategy's Expected Result/Impact:** Students will come to school and attendance will increase. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2025-2026 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as indicated by a 75% decrease in major behavioral incidents requiring administrative intervention.

Evaluation Data Sources: Administrative Log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. **Strategy's Expected Result/Impact:** Students will understand expectations **Staff Responsible for Monitoring:** Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings. **Strategy's Expected Result/Impact:** Students will explore and recognize patterns and develop a sense of predictability. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Burleson Early Education staff will have the opportunity to participate in Conscious Discipline training, along with other professional development aimed at enhancing students' social-emotional skills.

Evaluation Data Sources: Sign-in sheets, agendas, observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly campus wide Conscious Discipline Brain Smart Start assemblies **Strategy's Expected Result/Impact:** Conscious Discipline's Brain Smart Start routine improves classroom environments by shifting students and teachers to an organized state, fostering connection, and reducing stress, which leads to better learning, increased social-emotional skills, higher academic achievement. **Staff Responsible for Monitoring:** Administrator, Teachers, Teaching Assistants, Counselor, Office staff **Title I:** 2.51, 2.52, 2.531 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				420

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ongoing Conscious Discipline training will be provided for all Burleson Early Education Center staff members. **Strategy's Expected Result/Impact:** Conscious Discipline training significantly benefits both teachers and students by fostering emotional literacy, self-regulation, and executive functioning skills in students, leading to improved academic performance and fewer behavior issues. **Staff Responsible for Monitoring:** Administrator, Teachers, Teaching Assistants, Counselor, Office staff **Title I:** 2.52, 2.531, 2.534 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

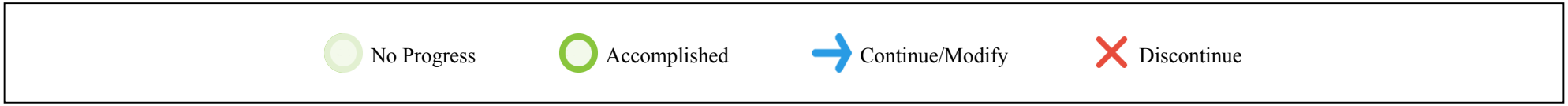
Performance Objective 1: 95% percent of Burleson students will demonstrate positive engagement behaviors--such as active participation, following routines, and interacting with peers--as measured through weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom will establish clear visual boundaries to help students understand and follow daily routines. **Strategy's Expected Result/Impact:** Students will understand routines. **Staff Responsible for Monitoring:** Classroom teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Daily interactive visual schedules and routine charts will be displayed at child eye level throughout each classroom. **Strategy's Expected Result/Impact:** Students will be provided visual supports. **Staff Responsible for Monitoring:** Classroom teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom teacher will regularly rotate Independent Learning Center materials to sustain high levels of student interest and engagement. **Strategy's Expected Result/Impact:** Students will experience a variety of materials in each center. **Staff Responsible for Monitoring:** Classroom Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				



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Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on the annual Title I survey.

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will be positioned at entry points during arrival and dismissal to personally greet families and foster a welcoming environment. **Strategy's Expected Result/Impact:** Families and students will feel recognized and valued. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				423

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff members will be trained in customer service excellence, including warmly greeting families, making eye contact, offering kind and clear information, and using welcoming body language. **Strategy's Expected Result/Impact:** Families will feel a sense of belonging and comfort within the school community." **Staff Responsible for Monitoring:** All school staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Burleson Early Education Center will provide a safe and supportive environment.

Evaluation Data Sources: Safeschools Training, Threat Assessment reports, Safety Audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All campus staff will complete training on child abuse awareness and prevention strategies. **Strategy's Expected Result/Impact:** Campus staff will develop awareness to foster a more supportive and responsive environment for students. **Staff Responsible for Monitoring:** Administrator, Teachers, Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The school counselor will provide staff with training on Trauma- and Grief-Informed practices and strategies for Educator Wellness to support both students and themselves. **Strategy's Expected Result/Impact:** To create a more supportive and collaborative environment for all students. **Staff Responsible for Monitoring:** Administrator, Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Burnet Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The purpose and commitment of Burnet Elementary is to empower, grow, and enhance the foundation of excellence through the courage to try and confidence to learn.

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

Value Statement

Building Burnet's Courageous and Confident Colts

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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: At Burnet Elementary, the percentage of students 1st-5th meeting or exceeding their Reading RIT goal will increase from 38th to 48th percentile from Spring 2024 to Spring 2025.

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: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
District Checkpoints
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the Assessment Data Protocol process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin, Teachers, and Instructional Reading Specialist **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** 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: The percentage of students at Burnet Elementary K-5 meet or exceeding their Math RIT goal will increase from 42nd to the 52nd percentile to close the achievement gap from Fall to Spring MAP.

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Math and My Math Academy Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin, Instructional Coach, MCL, and District Reading Coach Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				429

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted, small group intervention at all grade levels to improve reading at grade level for teachers and identified students after school and training to increase student achievement. **Strategy's Expected Result/Impact:** High impact tutoring growth and leveled literacy intervention increasing success in Reading **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach Teachers **Title I:** 2.51				

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 2025, students at Burnet Elementary will increase from 22% Meets to 40% Meets on STAAR Math.

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Math Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive targeted intervention in Math incorporating Do the Math and Lonsestar as well as increasing coaching for Tier One Instruction. **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Curriculum Support Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2				430

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Assessment Data Protocol process to understand and implement instruction, goal setting, and increased student engagement and student accountability. **Staff Responsible for Monitoring:** Admin, Instructional Coach, MCL II, and district curriculum support Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math				

 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 2025, students at Burnet Elementary will perform at the Meets level in 3rd-5th Reading STAAR increasing from 24% in 2024 to 35% in 2025.

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student goal-setting, parent data talks, and small group targeted intervention incorporating the Science of Teaching Reading (K-3) and Read 180 **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach. MCL I, Teachers **Title I:** 2.51, 2.53				431

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 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 2% in 2024 to 30%.

Evaluation Data Sources: Beginning. Middle, and End of Year Science MAP Reports
Implementing and Monitoring New Science Curriculum
Short Cycle Assessments in Science (3rd-5th grades)
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCL and leadership will implement the Assessment Data Protocol, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Checkpoints monitoring meets percentage **Staff Responsible for Monitoring:** MCL, Teachers, Instructional Specialist, Admin **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools				432

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science will be taught using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Admin **Title I:** 2.51				

 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.

Performance Objective 1: At Burnet Elementary, the percentage of 3rd grade students performing at the Meets level will increase from 29% in 2024 to 40% on the 2025 STAAR Reading test.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities weekly to focus on Tier 1 instruction and implement the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will receive intentional intervention on Reading using Leveled Literacy Instruction, iReady personalized learning paths, and small group reading lessons for Tier 2 and Tier 3 progress monitoring. **Strategy's Expected Result/Impact:** Third grade students will be monitored on small growth goals every three weeks and long term goals using SCAS, Beginning and Middle of the Year MAP, and Fall and Spring District Benchmarks. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd grade students at Burnet Elementary will be strategically placed in intervention groups using End of Year MAP data for high impact tutoring in Reading using AirTutors or FEV tutoring according to student learning need. **Strategy's Expected Result/Impact:** Students will increase vocabulary skills and comprehension to meet targeted goals in reading and writing. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

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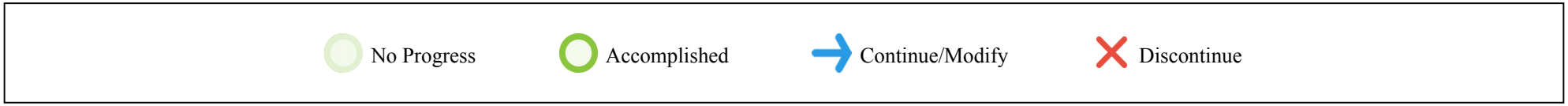
Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: At Burnet Elementary, K-2nd grade students will show growth on their Reading MAP Assessment from 32% to 55% of meeting or exceeding their individual growth goal from Spring to Spring data. (Kinder Fall to Spring)

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
District Checkpoints in Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder to 2nd grade students at Burnet Elementary will be provided with high quality lessons during Tier 1 whole group instruction time and focuses targeted intervention during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by iReady and MAP. **Staff Responsible for Monitoring:** Admin Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				435

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet Professional Learning Communities will focus on targeted TEK instruction and the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				



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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.

Performance Objective 3: At Burnet Elementary, K-3rd grade students meet achievement on Reading MAP Assessment from 26% to 38% on their individual achievement target from Spring to Spring data. (Kinder Fall to Spring)

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
District Checkpoints in Reading
Fall and Spring District Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers Kinder to 3rd grade will receive coaching and support to increase student engagement and accountability on grade level readiness TEKS with a focus on vocabulary and comprehension. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Admin, Instructional Specialist, MCL Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				437

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for45 minutes per group; iReady reading usage 30 minutes daily while adhering to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by weekly iReady student usage reports to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT goal is met. **Staff Responsible for Monitoring:** Classroom Teachers, Reading Coach, Targeted Tutoring Admin **Title I:** 2.51, 2.53				

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 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 59% to 75%.

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver weekly iLead lessons to students. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Teachers and Counselor **Title I:** 2.51, 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Schoolwide discipline plan with a focus on Emergent Tree in all grade levels K-5th to foster a strong and positive school climate and culture. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

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 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by May 2026.

Evaluation Data Sources: Monthly Attendance Dashboard, Parent Communication regarding the importance of attendance, Parent conferences including attendance growth goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team will hold attendance celebrations once a month for students and/or grade levels meeting 95% attendance. **Strategy's Expected Result/Impact:** Increased instructional minutes and student achievement **Staff Responsible for Monitoring:** Teachers, Data Clerk, Counselor, and Admin **Title I:** 2.52, 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the district truancy plan to contact parents at two absences a month and document in Eduphoria on Contact form. **Strategy's Expected Result/Impact:** Increased communication and student attendance **Staff Responsible for Monitoring:** Teachers, Data Clerk, Counselor, and Admin **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools				

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 91% by May 2029.

Performance Objective 3: 100% of 4-5 grade students will utilize AVID strategies to promote college readiness.

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Admin , Counselor, Teachers **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				440

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategies per week during the 2023-24 school year. **Strategy's Expected Result/Impact:** Increased engagement, goal-setting and college and career readiness. **Staff Responsible for Monitoring:** Teachers, Admin, Counselors **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college				

No Progress Accomplished Continue/Modify Discontinue

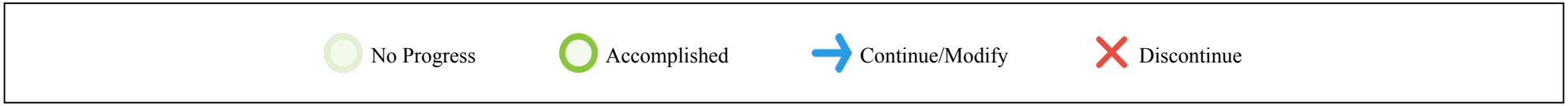
Board Goal 4: Classroom Excellence

Performance Objective 1: ECISD will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Evaluation Data Sources: Learning walk documentation, Checkpoints, NWEA Map

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Academics and Accountability will provide and support the implementation of the district approved curriculum, calendars, and professional learning models for all subjects. **Strategy's Expected Result/Impact:** 100% of students will have access to high quality instructional materials for Tier one instruction. **Staff Responsible for Monitoring:** Administrators, teachers, Multi-classroom leaders, instructional specialist and all support staff. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**				441

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Academics and Accountability will provide support for Burnet in the Assessment Data Protocol processes through PLC support & professional development. **Strategy's Expected Result/Impact:** Improved tier 1 instruction and intentional & targeted backwards planning based on student needs and data. **Staff Responsible for Monitoring:** Academics and Accountability, Burnet Leadership Team, Teachers and Support Staff **Title I:** 2.51 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				



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Board Goal 4: Classroom Excellence

Performance Objective 2: Increase attendance rate from 92.1. % to 95.% for all students by May of 2026.

Evaluation Data Sources: Attendance Rate report in FOCUS and Community Outreach Center Data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet must strengthen attendance monitoring, truancy procedures, and family partnerships to ensure students are present and engaged every day. **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** Staff, MTSS Committee, Administrators **Title I:** 2.51				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet will continue to implement the MTSS framework monitoring the academic, behavior, and social emotional needs of students along with attendance to ensure that students are meeting grade level goals for growth and achievement. **Strategy's Expected Result/Impact:** Increased Identification and Success of Students in Need Increased Attendance **Staff Responsible for Monitoring:** Staff, MTSS Committee, Administrators **Title I:** 2.51, 2.531				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.

Evaluation Data Sources: Surveys
Behavior Reports
Checkpoint/MAP Data
Walk Throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Blended Learning, and use of technology. **Strategy's Expected Result/Impact:** Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCL, Instructional Coaches, Admin **Title I:** 2.51				444

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referral

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (PBIS, EMERGENT TREE) Framework **Strategy's Expected Result/Impact:** Decrease in Referrals Engaged and Positive learners **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach **Title I:** 2.53, 2.533 **- TEA Priorities:** Improve low-performing schools				445

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All PreK-5th-grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations **Staff Responsible for Monitoring:** Administrators and counselor **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Student sense of belonging and engagement will increase from 56% to 70 % by the end of the school year, as reflected on the Spring Panorama data.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members. **Strategy's Expected Result/Impact:** Teachers will utilize curriculum to address the holistic needs of all students. **Staff Responsible for Monitoring:** Admin, Instructional Specialist, MCL Teachers **Title I:** 2.51				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. **Strategy's Expected Result/Impact:** Student connectedness will increase to 73%. **Staff Responsible for Monitoring:** Counselor, Leadership Team, Teachers **Title I:** 2.52, 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Cameron Dual Language Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

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Mission Statement

Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society.

La escuela Primaria Cameron asegurará altos niveles de aprendizaje en inglés y español para cultivar estudiantes bilingües que contribuyan a una sociedad multicultural, diversa y global.

Vision

Cameron Elementary will become the premier two-way dual language campus in Texas.

La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas.

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Cameron Elementary will become the premier two-way dual language campus in Texas. 2
La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas. 2
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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 of 2026, the % of students performing at the MEETS level on 3rd-6th Math STAAR will increase from 48% to 60%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward professional learning - Title One School-wide - $27,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. **Strategy's Expected Result/Impact:** This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action. **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test. **Strategy's Expected Result/Impact:** These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom. **Funding Sources:** Think Up Resources - Title One School-wide - $11,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 2: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 48% to 60%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. **Staff Responsible for Monitoring:** Administrators.				452

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. **Strategy's Expected Result/Impact:** This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test. **Strategy's Expected Result/Impact:** These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.				

 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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 25% to 40%.

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.				453

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. **Strategy's Expected Result/Impact:** This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The 5th grade Science teacher will utilize iReady Think Up, Science Cut Ups, EdPuzzle, and Flocabulary resources to prepare students for the rigor of the STAAR test. **Strategy's Expected Result/Impact:** These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on have used these resources before in the classroom.				

 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.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 57% to 65%

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: End of the Year MAP Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK through 3rd-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. **Staff Responsible for Monitoring:** Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist				454

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-3rd grade teachers. **Strategy's Expected Result/Impact:** This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action. **Staff Responsible for Monitoring:** Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist				

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.

Performance Objective 2: The % K-3 students will show growth from 93% to 100% on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder & 1st grade teachers will participate in Year 1 of Blended Learning implementation for the Reading Language Arts block. **Strategy's Expected Result/Impact:** Teachers will utilize a systematic approach to assessment and data informed teaching to design and deliver instruction based on students' specific learning needs, monitor student learning, and provide feedback.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will hire two full-time aides for kindergarten. A full-time aide will be assigned to each partner pair. **Strategy's Expected Result/Impact:** The expectation is that aides are available to support the teachers with behavior, classroom management, the preparation of instructional materials, and other duties so that teachers can focus on whole group and small-group instruction with minimal disruptions. **Staff Responsible for Monitoring:** Administrators and kindergarten teachers. **Funding Sources:** Full time pay for Title I Aides - Title One School-wide - $66,000				

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.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 44% to 60%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators.				456

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. **Strategy's Expected Result/Impact:** This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test. **Strategy's Expected Result/Impact:** These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 1: School Connectedness panorama data will increase from 57% to 65%.

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

Evaluation Data Sources: Panorama Survey EOY Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. **Strategy's Expected Result/Impact:** Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers. **Staff Responsible for Monitoring:** Administrators and Counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal and Dual Language Specialist				

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 2: AVID WICOR Strategies will be implemented in 100% of PreK-6th grade classrooms.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, 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%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Classroom walkthroughs and lesson plan reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Prek-6th grade teachers will participate in AVID WICOR professional learning. **Strategy's Expected Result/Impact:** Classroom teachers will be equipped to incorporate WICOR strategies in their lessons. AIVD Strategies are used in the classroom and are evident in student work. **Staff Responsible for Monitoring:** Assistant Principal				459

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PreK-6th grade students will use AVID planners to note instructional objectives, goals, and behavior. **Strategy's Expected Result/Impact:** The expectation is that students will take ownership of their learning and be held accountable for their progress. **Staff Responsible for Monitoring:** Campus administrators.				

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: Student daily attendance will increase from 95.9% to 97%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive assistance if needed.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hold attendance raffles at the end of every nine weeks. **Strategy's Expected Result/Impact:** Encourage students to attend school every day.				

No Progress Accomplished Continue/Modify Discontinue

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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 4: Exclusionary disciplinary infractions will decrease from 5% to 2%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. **Strategy's Expected Result/Impact:** The expectation is that students will learn how to monitor their mental health and be aware of their reaction. **Staff Responsible for Monitoring:** Administrators and counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All PreK-6th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations. **Staff Responsible for Monitoring:** Counselor				

 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 5: 100% of 3rd-6th grade students will utilize Avid planners to promote college readiness.

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

Evaluation Data Sources: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 3rd-6th grade teachers. **Strategy's Expected Result/Impact:** AVID Planner Strategies are used in the classroom and are evident in student work. **Staff Responsible for Monitoring:** Assistant Principal. **Funding Sources:** Student Planners - Title One School-wide - $2,500				462

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff members will be encouraged to participate in college awareness days. **Strategy's Expected Result/Impact:** Students are exposed and made aware of all the options that they have for college. **Staff Responsible for Monitoring:** Administrator.				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, student daily attendance will increase from 95.7% to 97%.

Evaluation Data Sources: Attendance reports from Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive assistance if needed.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hold attendance raffles at the end of every nine weeks. **Strategy's Expected Result/Impact:** Encourage students to attend school every day.				

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No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026 100% percent of teachers assigned to GT cluster classrooms in grades K-6 will be trained in implementing Depth & Complexity strategies in core instruction.

Evaluation Data Sources: Professional learning sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Kinder and 1st & 2nd grade GT Cluster teachers and all 3rd-6th grade teachers will attend beginning of the year GT job-alike professional learning session delivered by the Advanced Academic Services department. **Strategy's Expected Result/Impact:** This session is designed to support and connect our GT Cluster Teachers across the district. This is a valuable opportunity for them to talk through the YAG for GT, learn strategies including Depth and Complexity, collaborate with grade-level peers, share strategies, and strengthen support for our advanced learners. **Staff Responsible for Monitoring:** Administrators and GT Specialists.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder-6th grade teachers will receive support from district GT Specialists. **Strategy's Expected Result/Impact:** The GT specialists will be visiting with teachers and their classrooms to provide support with the implementation of GT strategies to strengthen and support our advanced learners.				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: Cameron will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 100% for all subjects by May 2026.

Evaluation Data Sources: Daily walkthroughs, Lesson plan review, weekly PLC meetings, analysis of Checkpoint data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. **Staff Responsible for Monitoring:** Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. **Strategy's Expected Result/Impact:** This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action. **Staff Responsible for Monitoring:** Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By Spring 2025, School Connectedness Panorama Data will increase from 57% to 65%.

Evaluation Data Sources: Panorama Survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once a week. **Strategy's Expected Result/Impact:** Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers. **Staff Responsible for Monitoring:** Assistant Principal and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal and Dual Language Specialist				466

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 5% to 2%.

Evaluation Data Sources: Discipline referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. **Strategy's Expected Result/Impact:** The expectation is that students will learn how to monitor their mental health and be aware of their reaction. **Staff Responsible for Monitoring:** Administrators and counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All PreK-6th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations. **Staff Responsible for Monitoring:** Administrators and counselor.				467

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Student daily attendance will increase from 95.9% to 97%.

Evaluation Data Sources: Attendance reports from Focus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive assistance if needed.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hold attendance raffles at the end of every nine weeks. **Strategy's Expected Result/Impact:** Encourage students to attend school every day.				

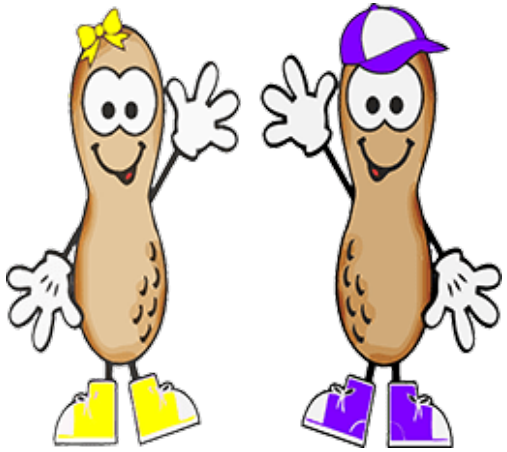
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No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Carver Early Education Center

2025-2026 Board Goals/Performance Objectives/Strategies



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Vision

Carver Early Education Center will be recognized as a leader in early childhood education, where every child's unique potential is celebrated and nurtured. We aspire to create a model learning community that embraces diversity, empowers families as partners, and equips students with the foundational skills, confidence, and curiosity to thrive in school and beyond.

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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: 92% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2025-2026 school year using CLI data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Classroom structures will provide learning and set expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement daily small-group phonemic awareness and phonics lessons using evidence-based resources (e.g., Frog Street Press, Estrellita for dual language learners.) **Strategy's Expected Result/Impact:** Classroom structures will provide learning and set expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Families will receive hands-on materials, such as letter-sound flashcards, take-home literacy bags, and modeled strategies during Academic Parent Teacher Team (APTT) meetings. **Strategy's Expected Result/Impact:** Parents will be empowered to practice letter sounds at home through fun, interactive activities. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				473

 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: 92% of Pre-K 4 students will be able to rote count to 30 by the end of the 2025-2026 school year using CLI data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers. **Strategy's Expected Result/Impact:** Classroom structures will provide learning opportunities and set expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				474

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student. **Strategy's Expected Result/Impact:** Monthly testing will provide on-going PreK Data. **Staff Responsible for Monitoring:** Classroom teachers and administrator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classrooms will use manipulatives, songs, movement activities, and math games (e.g., counting cubes, number lines, number songs, and counting games during centers) to reinforce rote counting in an engaging, multisensory way. **Strategy's Expected Result/Impact:** Students will engage in multisensory learning experiences that increase participation, strengthen number recognition, and build fluency in rote counting. **Staff Responsible for Monitoring:** Classroom teachers and administrator **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				475

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.

Performance Objective 1: Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI Data and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner. **Strategy's Expected Result/Impact:** Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. **Staff Responsible for Monitoring:** Teachers and Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				476

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre K 4 students will leave Carver with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

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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.

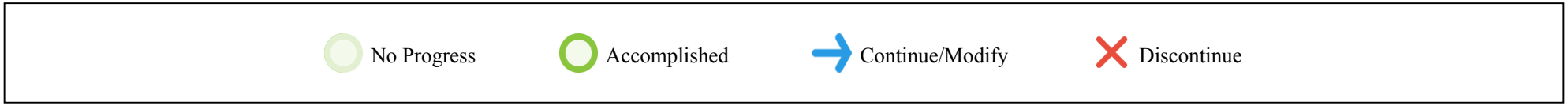
Performance Objective 2: 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 school year.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. **Strategy's Expected Result/Impact:** Classroom Instruction will improve to meet the needs of students. **Staff Responsible for Monitoring:** Administrators and Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				478

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student. **Strategy's Expected Result/Impact:** Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home. **Staff Responsible for Monitoring:** Administrators, and Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



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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.

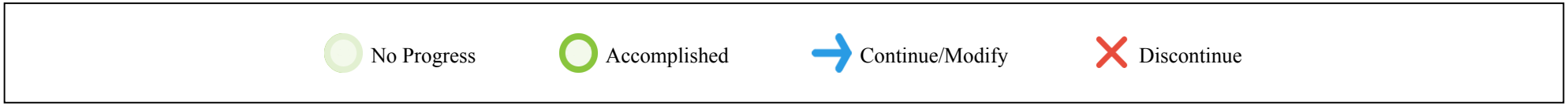
Performance Objective 3: The display of the vocabulary word with drawings, illustration, or photographs on the board during the current unit and then on the word wall after the unit.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Students language and understanding of new vocabulary words will help an abstract object become a concrete thought.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Purposefully integrate storybooks rich in target vocabulary to actively reinforce and deepen students' understanding during instruction. **Strategy's Expected Result/Impact:** A growth in vocabulary and conceptual knowledge. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teacher and Instructional Aides. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				480

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create text to self connections or real world experiences within discussions, read alouds, and center activities. **Strategy's Expected Result/Impact:** Enhancing comprehension and learning about content, language, and culture. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teacher and Instructional Aides. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



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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.

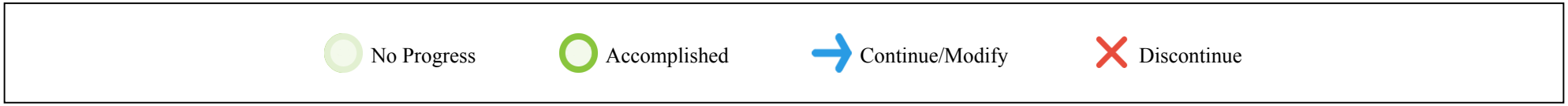
Performance Objective 1: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. **Strategy's Expected Result/Impact:** Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				482

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent Conscious Discipline Training. **Strategy's Expected Result/Impact:** Parents will understand how to expand the Conscious Discipline Strategies at home. This will help connect school to home. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teachers, Instructional Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				



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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: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 9 Week Perfect Attendance Recognition. **Strategy's Expected Result/Impact:** Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a $50 gas card. **Staff Responsible for Monitoring:** Campus Administrator will provide T-shirts and gas card. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				484

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days. **Strategy's Expected Result/Impact:** Families will feel supported and know their child has been missed. **Staff Responsible for Monitoring:** Office Staff, Administrator, Classroom Teacher and School Counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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: Using Conscious Discipline strategies, teachers and instructional aides will design routine books, visual supports, and aligned curriculum to promote positive behavior and increase student success by establishing a structured and supportive Safe Place within our school.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Staff and students will create routines.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Collaboratively create picture-based routine books that outline daily transitions and expected behaviors. **Strategy's Expected Result/Impact:** Staff and students will create routines. **Staff Responsible for Monitoring:** Administrators, Teacher, Instructional Aides and Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				485

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Embed short lessons on conflict resolution and model problem-solving during circle time and during guidance lessons with the Counselor. **Strategy's Expected Result/Impact:** Students will have guidance to help regulate their emotional needs. **Staff Responsible for Monitoring:** Administrators, Counselors, Instructional Coach, Teacher, and Instructional Aide **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 9 Week Perfect Attendance Recognition. **Strategy's Expected Result/Impact:** Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a $50 gas card. **Staff Responsible for Monitoring:** Campus Administrator will provide T-shirts and gas card. **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				486

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Start each day with welcoming rituals (greetings, music, fun morning activities), offer engaging themed days or "Attendance Spirit Weeks," and implement classroom jobs that build student responsibility. **Strategy's Expected Result/Impact:** Engaging School Culture and Daily Routines **Staff Responsible for Monitoring:** Administrator, Office Staff, Counselor, Teachers, and Instructional Aides **Title I:** 2.51, 2.52, 2.53, 2.531, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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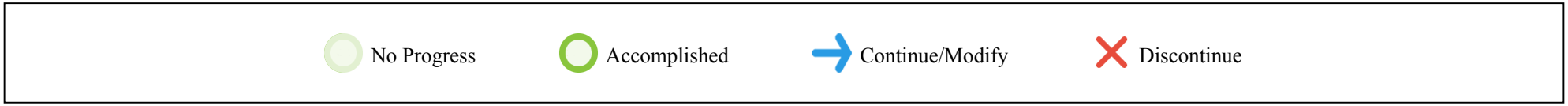
Board Goal 4: Classroom Excellence

Performance Objective 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.

Evaluation Data Sources: Sign in Sheets, Notes Home to remind Parents of future activities, Social Media reminders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				487

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. **Strategy's Expected Result/Impact:** Positive image of Carver Early Education Center and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				



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Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Carver Early Education Staff will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.

Evaluation Data Sources: Eduphoria, Sign in Sheets, Emails, Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly PLC meetings focused on Conscious Discipline techniques (Safe Place setups, breathing strategies, routines, emotional regulation strategies). **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working together to build our understanding. **Staff Responsible for Monitoring:** Administrator, Office Staff, Counselor, Teachers, and Instructional Aides **Title I:** 2.51, 2.52, 2.53, 2.531, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 2				489

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use walkthroughs to observe and reinforce implementation of Conscious Discipline strategies. **Strategy's Expected Result/Impact:** Counselor, Administrators or Instructional Coach can provide in-class modeling and feedback to offer additional support as needed. **Staff Responsible for Monitoring:** Counselor, Administrators or Instructional Coach **Title I:** 2.51, 2.52, 2.53, 2.531, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Carver Early Education Center student attendance will improve from 90% to 92% by the end of the 2025-2026 school year, supported by strong family-school connections.

Evaluation Data Sources: Campus Reports and Parent Communication

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Positive Attendance Incentive Program with weekly recognitions, monthly celebrations, and visual trackers in classrooms **Strategy's Expected Result/Impact:** Students will feel the importance of attendance. **Staff Responsible for Monitoring:** Office Staff, Counselor, Administrators, and Teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				490

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Family Attendance Outreach plan with check-in calls, transportation resources, and parent workshops on building routines. **Strategy's Expected Result/Impact:** Students and their families will feel the importance of attendance and gain support from our staff. **Staff Responsible for Monitoring:** Office Staff, Counselor, Administrators, and Teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: 75% of parents will report on the Title 1 Parent Survey that they feel welcomed and engaged as partners at Carver Early Education Center

Evaluation Data Sources: Title 1 Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Increase parent visibility and engagement by hosting family engagement events aligned to instructional goals (e.g., Wish You Well, math night, Conscious Discipline parent training). **Strategy's Expected Result/Impact:** Parent participation and engagement in the PreK year. **Staff Responsible for Monitoring:** All teachers and staff members **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				491

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen communication channels through regular newsletters, SeeSaw updates, Social Media posts (FB), and bilingual communication to ensure all families receive timely and accessible information. **Strategy's Expected Result/Impact:** Parent participation and engagement in the PreK year. **Staff Responsible for Monitoring:** All teachers and staff members. **Title I:** 2.51 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Expand opportunities for parent voice by holding Academic Parent Teacher Team (APTT) meetings and feedback sessions where parents can share input on goals and progress. **Strategy's Expected Result/Impact:** Parents will know best practices for supporting their child at home. **Staff Responsible for Monitoring:** Instructional staff **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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Ector County Independent School District

Cavazos Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

United with families and community, we ignite every students' potential to grow and achieve greatness in a safe learning environment.

Vision

Students first, inspire, educate, and celebrate

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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, the percent of students performing at the MEETS level in 3rd - 5th grade Math STAAR will increase from 26% to 34% by May 2026. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 28% to 36%; 4th grade STAAR English and Spanish MEETS level will increase from 38% to 46%; and 5th grade STAAR English and Spanish MEETS level will increase from 14% to 22%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessment, iReady, NWEA MAP, My Math Academy.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will use hands-on manipulatives to build conceptual understanding and engage student in concrete learning experiences. Students will also use journals to build their knowledge and document strategies on problem solving skills. Students will also participate in targeted small-group math instruction. **Strategy's Expected Result/Impact:** Student engagement will increase and better understanding of skills will be developed based on student work and growth on assessment data. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCLs, MRTs, Mentors, Assistant Principal, and Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide targeted math vocabulary and concept-building lessons for At-Risk and Emergent Bilingual (EB) students using LoneStar Math and scaffolded instructional supports in both English and Spanish. **Strategy's Expected Result/Impact:** Students will gain an understanding of vocabulary concepts and will be able read and comprehend the math questions . **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, assistant principal, MCL, MTRT, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide teachers with regular opportunities to practice math lesson delivery through Professional Learning Community (PLC) sessions and structured coaching cycles. The coaching sessions will focus on modeling research-based instructional strategies, refining questioning techniques that promote mathematical discourse, and ensuring tight alignment between teaching practices and lesson objectives. Feedback gathered from instructional rounds will be systematically analyzed and used to strengthen individual lesson delivery while promoting consistent, high-quality math instruction across all classrooms. **Strategy's Expected Result/Impact:** This strategy is expected to increase teacher confidence and competency in math instruction, leading to more engaging and effective classroom practices. Teachers will demonstrate improved use of mathematical language, higher-order questioning, and differentiated instruction techniques. As instructional quality becomes more consistent across classrooms, students will experience fewer learning gaps when transitioning between grade levels or teachers. The collaborative nature of PLCs will foster a culture of continuous improvement, with teachers sharing successful strategies and supporting one another's growth. Ultimately, these improvements in instructional delivery are anticipated to result in measurable gains in student math achievement, increased student engagement in mathematical thinking, and stronger foundational skills that prepare students for advanced mathematical concepts. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Opportunity Culture Positions - Title One School-wide - $75,000, 4 grade level lead teachers - Title One School-wide - $14,000				498

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All grade levels will dedicate 10 minutes daily to targeted, systematic practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate for each grade level. This structured, consistent practice will be seamlessly embedded into the daily math routine using research-based fluency activities and progress monitoring tools to build automaticity, accuracy, and confidence in foundational math skills. **Strategy's Expected Result/Impact:** Students will develop computational fluency and faster recall of basic math facts, reducing cognitive load during complex problem-solving tasks. This foundation will lead to increased confidence in math lessons, improved performance on assessments, and better preparation for advanced mathematical concepts. The consistent school-wide implementation will create cumulative achievement gains and a stronger mathematical culture. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, TOR, assistant principal, MTRT, MCL, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				499

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All students in 4th & 5th grade who did not make progress on STAAR the previous year will receive targeted tutoring before or after school. **Strategy's Expected Result/Impact:** Students will make progress. **Staff Responsible for Monitoring:** teachers and administrators **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Teacher tutoring pay - Title One Homeless - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level. **Root Cause**: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

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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 2: By May 2026, the percent of students performing at the MEETS level in 3rd - 5th grade READING STAAR English and Spanish will increase from 25% to 33% by May 2026. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 28% to 36%; 4th grade STAAR English and Spanish MEETS level will increase from 38% to 46%; and 5th grade STAAR English and Spanish MEETS level will increase from 14% to 22%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR, Campus Based Assessment, Short Cycle Assessments, iReady Diagnostics.

501

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade level above their iReady diagnostic reading placement. This practice will promote academic rigor, strengthen reading stamina, and accelerate growth toward grade-level proficiency. **Strategy's Expected Result/Impact:** Students will demonstrate increased reading stamina by sustaining engagement with more complex texts during small group lessons. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, MCL, MTRT, assistant principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Mindyplay - Title One School-wide - $7,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-5 students will engage in daily writing tasks integrated across all content areas (RLA, math, science, social studies, etc.). To monitor growth, bi-monthly writing samples will be collected from each grade level and subject. Teachers will also conduct at least one writing conference with one student during each bi-monthly period to provide individualized feedback, support skill development, and promote writing growth. **Strategy's Expected Result/Impact:** Students will develop greater writing fluency and the ability to express ideas clearly across multiple subjects. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, MCL, MTRT, assistant principal, principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** LoneStar RLA - Title One School-wide - $9,000				

Strategy 3 Details	Reviews			502
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 students performing below grade level in reading will participate in daily targeted interventions using resources such as Mindplay digital reading selections five times per week to enhance fluency, comprehension, and critical thinking skills necessary for success in reading. **Strategy's Expected Result/Impact:** The targeted intervention will help close gaps in foundational literacy skills and support more students in reaching grade-level expectation in reading. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Classroom aide to support RLA - Title One School-wide - $30,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All K-5 reading teachers will participate in ongoing professional development focused on evidence-based literacy practices, including guided reading, differentiated small-group instruction, and explicit vocabulary instruction. During PLC meetings, instructional coaches and administrators will model best practices using student work and lesson exemplars. Teachers will actively participate in PLC discussions and practice activities, sharing lesson plans, modeling strategies, and engaging in peer feedback to strengthen instructional delivery. **Strategy's Expected Result/Impact:** By strengthening teacher capacity through professional development and collaborative modeling during PLCs, teachers will increase consistency and rigor in reading instruction. As a result, K-5 students, particularly those performing below grade level, will demonstrate improved reading fluency, comprehension, and stamina. This will be reflected in higher student growth on iReady diagnostics, classroom assessments, and an increase in the percentage of students meeting or exceeding grade-level expectations on STAAR Reading. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				503

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 2026, the percentage of 5th grade students performing at the MEETS leve on SCIENCE STAAR English and Spanish will increase from 5% to 13% as measured by standardized state assessments.

HB3 Board Goal

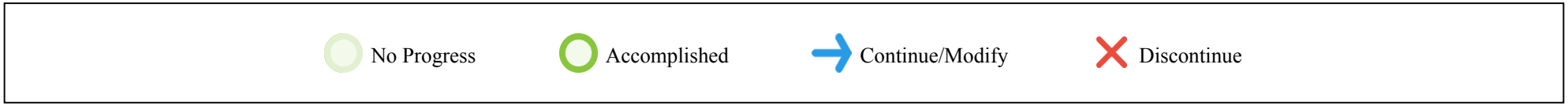
Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, iReady Diagnostics, NWEA MAP SCIENCE.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrating weekly hands-on labs and inquiry-based science activities in grades will ensure that 100% of students engage in at least one structured investigation per week. Each lab will include pre-lab vocabulary instruction, data collection, and post-lab journaling that explicitly connects the activity to the STAAR Reporting Category TEKS for that grade level. Teachers will track student participation using lab logs, and student journals will be reviewed bi-weekly during PLCs to monitor progress. **Strategy's Expected Result/Impact:** By engaging in consistent, inquiry-based labs tied to grade level standards, students will strengthen their ability to apply scientific concepts, analyze data, and use academic vocabulary in context. This will result in measurable improvement in critical thinking and problem-solving skills. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement daily, 10-minute science vocabulary routines using strategies such as word walls, Frayer models, and interactive notebooks. Students will apply new terms in sentence frames, lab journals, and class discussions at least three times per week. During PLCs, teachers will model and share vocabulary strategies, and administrators will monitor fidelity through walkthroughs and student work checks. **Strategy's Expected Result/Impact:** Strengthening science academic vocabulary will improve students' ability to comprehend test items, engage in scientific reasoning, and explain their learning in both English and Spanish. Students will increase their science vocabulary accuracy, as measured by writing samples. **Staff Responsible for Monitoring:** classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			505
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: During PLC teachers will participate in ongoing professional development on best practices for science instruction, including using inquiry-based labs, scaffolding for bilingual students, and integrating journaling into instruction. Teachers will produce students journals during PLC and examine science academic vocabulary. **Strategy's Expected Result/Impact:** Teachers will increase their capacity to deliver rigorous, engaging, and language-rich science instruction, resulting in improved student outcomes across both English and Spanish Science assessments. **Staff Responsible for Monitoring:** classroom teachers, lead teachers, MCLs, MTRTs, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				



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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.

Performance Objective 1: By May 2026, at least 55% of K-3 students will meet or exceed their individual NWEA MAP Reading RIT growth goal, resulting in the campus performance rising from the 26th percentile in kindergarten to the 40th-60th percentile range across K-3.

Kindergarten: Increase from 26th - 40th percentile in the EOY NWEA MAP READING RIT (about 45% of students meeting/exceeding goals).

1st Grade: Target 45th to 50th percentile in the EOY NWEA MAP READING RIT (about 50-55% meeting/exceeding goals).

2nd Grade: Target 50th-55th percentile in the EOY NWEA MAP READING RIT (about 55-60% meeting/exceeding goals).

3rd Grade: Target 55th-60th percentile in the EOY NWEA MAP READING RIT (about 60% meeting/exceeding goals).

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: EOY NWEA MAP READING RIT, 3rd Grade STAAR, campus based assessment, short cycle assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks. In grade 3, teachers will integrate the HMH Phonics section into daily instruction, reinforcing foundational decoding, word recognition, and fluency skills. Teachers will embed phonics practice into reading and writing activities, and collect bi-weekly progress data to adjust instruction and provide interventions for struggling readers. **Strategy's Expected Result/Impact:** By May 2026, K-2 students will demonstrate measurable growth in foundational literacy skills, as evidenced by increased accuracy and fluency in phonics assessments and a reduction in students performing below grade-level benchmarks. In grade 3, students will show improved decoding and fluency, resulting in higher performance on reading screeners (iReady, MAP, or campus-selected measures) and increased percentages of students meeting or exceeding grade-level RLA standards. **Staff Responsible for Monitoring:** classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				508

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in comprehensive professional development on iReady Magnetic Reading, ensuring they understand how to implement the program with fidelity. Following training, teachers will embed daily instructional time within their schedule to review iReady Magnetic Reading lessons with students. Instruction will emphasize consistent practice, differentiated small-group support, and integration of Magnetic Reading resources into guided reading and whole-class literacy instruction. **Strategy's Expected Result/Impact:** By May 2026, consistent and effective implementation of iReady Magnetic Reading will lead to increased student engagement and comprehension growth, as measured by iReady Reading diagnostics and progress monitoring. Students will demonstrate measurable improvement in vocabulary, comprehension strategies, and text analysis skills, contributing to higher performance levels on campus and district literacy benchmarks, and increasing the percentage of students achieving Meets or above on STAAR RLA. **Staff Responsible for Monitoring:** classroom teacher, lead teacher, MCL, MRTR, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				509

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.

Performance Objective 2: The percent of K-3 students will show growth from 26th percentile in kindergarten to the 40th-60th percentile range across K-3.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: BOY, MOY, EOY NWEA MAP READING, district based assessment, campus based assessment, short cycle assessments, iReady assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in K-3 will receive Daily Targeted Small-Group Instruction and teachers will provide small-group instruction 4-5 times per week using diagnostic data from NWEA MAP Reading, iReady, and classroom-based assessments. The instruction will target phonological awareness, decoding, fluency, and comprehension based on each student's skill gap. Students performing in the 1st-20th percentile will receive an additional 30 minutes of intervention using evidence-based programs such as Saxon Phonics (K-1) and HMH Reading/Phonics (2-3). **Strategy's Expected Result/Impact:** By May 2026, at least 40% of K-3 students will move into the 41st-60th percentile range in Reading on NWEA MAP. Early literacy skills will strengthen significantly, particularly in phonics and comprehension, reducing the number of students in the lowest quartile (1st-20th percentile). Students will demonstrate stronger reading fluency, improved comprehension across content areas, and increased readiness for STAAR performance in upper grades. **Staff Responsible for Monitoring:** classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers in grades K-3 will participate in weekly PLC meetings to collaboratively analyze NWEA MAP, iReady, and formative assessment data while receiving modeling of targeted intervention lessons from lead teachers, MCLs, MTRTs, assistant principal and principal focused on phonics, fluency, and comprehension strategies for students in the 1st-40th percentile range. Monthly professional development sessions will provide teachers with evidence-based literacy practices including guided reading, close reading, and explicit phonics instruction, which will then be practiced and refined during PLC meetings with peer and coach feedback. This systematic approach combines regular data review with hands-on strategy practice to strengthen instructional delivery across all K-3 classrooms. **Strategy's Expected Result/Impact:** Teachers will demonstrate improved data analysis skills and more precise implementation of targeted reading interventions, creating consistent, high-quality instruction that directly addresses individual student needs. The collaborative PLC structure will accelerate professional growth and establish shared accountability for student outcomes, ultimately leading to measurable reading achievement gains for struggling students in the targeted percentile range. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				511

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.

Performance Objective 3: The percent of 3rd grade students performing at the MEETS level on their READING STAAR will increase from 28% to 36% by the end of May 2026.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR, NWEA MAP READING, campus based assessments, short cycle assessments, check points

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strategy 1: Systematic Phonics and Decoding Intervention Program Implementation: Implement a daily 20-minute small-group phonics intervention targeting students currently performing below the MEETS level, focusing on advanced phonics patterns, multisyllabic word decoding, and sight word recognition using research-based programs like MindyPlay and iReady. Students will be grouped by specific skill deficits identified through diagnostic assessments and receive targeted instruction three times per week, with progress monitored bi-weekly through curriculum-based measures. Teachers will receive professional development on explicit phonics instruction and will use structured lesson plans that include modeling, guided practice, and independent application of decoding strategies. **Strategy's Expected Result/Impact:** Students will demonstrate improved decoding accuracy and reading fluency, enabling better comprehension of grade-level texts. The targeted intervention will address foundational reading gaps that prevent students from accessing complex passages on the STAAR assessment, directly contributing to the 8-percentage point increase in MEETS performance. **Staff Responsible for Monitoring:** classroom teacher, lead teachers, MCLs, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strategy 2: Close Reading and Text Evidence Protocol Implementation: Establish a structured close reading routine where students engage with STAAR-formatted passages three times per week, practicing annotation strategies, vocabulary in context, and textual evidence identification through a consistent four-step process: read for gist, reread for details, analyze author's craft, and respond with evidence. Teachers will use anchor charts displaying question stems and evidence sentence starters, while students maintain reading journals to track their thinking and practice written responses that mirror STAAR constructed response expectations. **Strategy's Expected Result/Impact:** Students will develop stronger reading comprehension skills and confidence in analyzing complex texts, leading to improved performance on both multiple-choice and written response questions. This systematic approach to text analysis will directly prepare students for the rigor and format of the STAAR reading assessment, supporting the targeted achievement goal. **Staff Responsible for Monitoring:** classroom teacher, lead teachers, MCLs, MTRT, assistant principal, principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				513

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 1: Cavazos School Connectedness Panorama data will increase from 52% to 57% by the spring 2026.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey and campus surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish a comprehensive monthly community building programs and recognition systems that includes school-wide "Family Fun Nights" featuring academic showcases, cultural celebrations, and interactive activities that connect students, families, and staff. Implement a peer recognition system where students nominate classmates for "Cavazos Champions" awards celebrating academic growth, kindness, and leadership, with winners announced during weekly morning assemblies and featured on hallway displays. Create grade-level "Connection Circles" where students meet bi-weekly with counselors, teachers, and principal to discuss school experiences, share concerns, and participate in team-building activities that foster belonging and peer relationships. **Strategy's Expected Result/Impact:** Students will report stronger emotional connections to their school community and increased sense of belonging through consistent positive recognition and peer interaction opportunities. The regular family engagement events will strengthen the home-school partnership, while the peer recognition system will create a culture of positivity and mutual support, directly contributing to improved Panorama connectedness scores and the targeted 5-percentage point increase. **Staff Responsible for Monitoring:** classroom teacher, counselor, principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				514

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Pair each student with a dedicated adult mentor (teacher, staff member, or volunteer) who meets with them individually for 15 minutes once a to discuss personal goals, celebrate achievements, and address any challenges or concerns. Students will create personalized "Connection Portfolios" that include their academic goals, interests, strengths, and photos of meaningful school experiences, which mentors will review and update during each session. Implement a student-driven goal tracking system where students set monthly personal, academic, and social goals with their mentor's support, documenting progress through reflection journals and celebrating achievements through personalized certificates and one-on-one recognition meetings with the principal. **Strategy's Expected Result/Impact:** Students will develop stronger individual relationships with adults on campus and feel more personally valued and supported in their educational journey. The consistent one-on-one attention and personalized goal-setting will increase students' sense of belonging and investment in their school success, as they experience individualized care and see their personal growth acknowledged. This targeted approach to building individual connections will directly improve student perceptions of school relationships and support, contributing significantly to the 5-percentage point increase in Panorama School Connectedness scores. **Staff Responsible for Monitoring:** classroom teacher, lead teachers, and princpal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				515

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 2: Student daily attendance will increase from 92% to 95% by the end of May 2026.

HB3 Board Goal

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

Evaluation Data Sources: Daily attendance .

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish a proactive attendance tracking system that identifies students with attendance concerns after three absences, triggering immediate outreach through phone calls, home visits by attendance liaisons, and personalized attendance conferences with families to identify barriers such as transportation, health issues, or family circumstances. Create individualized attendance improvement plans and partnerships with local organizations to provide clothing, school supplies, or healthcare referrals. Implement weekly attendance celebrations where classes with 95% or higher attendance earn special privileges like extra recess, movie time, or pizza parties, while individual students reaching attendance milestones receive personalized recognition and small incentives. **Strategy's Expected Result/Impact:** Families will receive timely support to address attendance barriers before chronic absenteeism patterns develop, while early intervention will prevent minor attendance issues from escalating into significant problems. The combination of barrier removal and positive reinforcement will create a school culture that values and celebrates consistent attendance, directly contributing to the targeted 3-percentage point increase from 92% to 95% daily attendance by addressing both systemic obstacles and motivation factors. **Staff Responsible for Monitoring:** classroom teacher, attendance clerk, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2				516

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create engaging "Perfect Attendance Passport" challenges where students earn stamps for consecutive days of attendance and can redeem completed passports for special experiences like lunch with the principal, first choice at recess activities, or recognition at school assemblies. Establish morning "Welcome Crews" of student volunteers who greet arriving students at school entrances, help carry backpacks, and create a positive start to each school day that makes students excited to come to school. **Strategy's Expected Result/Impact:** Students will develop stronger peer relationships and social connections that motivate daily school attendance, while the positive morning experiences will create anticipation for coming to school each day. The peer support system will help students feel more integrated into the school community and provide natural accountability partners who notice and care when classmates are absent, fostering a culture where attendance becomes a shared value that supports achieving the 95% attendance goal. **Staff Responsible for Monitoring:** classroom teacher, attendance clerk, and assistant principal. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				517

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The overall attendance for the campus was at 92% which means we did not meet the campus goal of reaching 95%. **Root Cause**: Many of our families face transportation challenges especially those who miss the bus and live in Pleasant Farms. Other families have limited transportation options.

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: The percent of student referred to the office with a discipline referral will decrease 5%.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Student referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined school-wide expectations taught through monthly interactive lessons and reinforced through a token economy system where students earn "Cougar Cash" for demonstrating positive behaviors. Follow the iLead lessons once a week for 20 minutes where students practice social skills. **Strategy's Expected Result/Impact:** Students will develop stronger self-regulation skills and emotional awareness, leading to fewer impulsive behavioral incidents and improved conflict resolution abilities. The proactive teaching of expectations and social-emotional skills will reduce the frequency of disciplinary referrals by addressing root causes of behavioral issues, while the positive reinforcement system will create a school culture focused on recognizing appropriate behavior rather than solely responding to negative incidents. **Staff Responsible for Monitoring:** classroom teachers and assistant principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				518

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a comprehensive "Student of the Month" program where students are nominated by peers, teachers, and staff for demonstrating exceptional character traits such as respect, responsibility, kindness, perseverance, and leadership, with nominations collected through digital forms and suggestion boxes throughout the school. Each month, selected students from every grade level will be honored during a special recognition luncheon, receive certificates and photos displayed on the "Cougar Character Champions" hallway wall, and enjoy a celebratory lunch with the principal and previous award recipients. **Strategy's Expected Result/Impact:** Students will be motivated to demonstrate positive behaviors consistently as they see their peers being recognized and celebrated for character traits that contribute to a positive school environment. **Staff Responsible for Monitoring:** classroom teacher and assistant principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				519

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will demonstrate excellence in instructional delivery as measured by classroom observation rubrics, showing consistent implementation of research-based teaching practices, student engagement strategies, and differentiated instruction that meets the diverse needs of all learners.

HB3 Board Goal

Evaluation Data Sources: Classroom observation feedback logs through Eduphoria and coaching feedback forms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Require all teachers to submit detailed weekly lesson plans that include clear learning objectives aligned to state standards, differentiated activities for diverse learners, formative assessment strategies, and evidence-based instructional methods, with plans reviewed and approved by lead teachers, MCLs, MTRTS, and administration. Implement mandatory use of student performance data from formative assessments, benchmark tests, and classroom observations to inform instructional decisions, requiring teachers to document how they modify instruction based on student needs and maintain data tracking sheets showing student progress toward mastery. Provide monthly professional development sessions focused on backward design lesson planning, assessment creation, and data analysis techniques, with teachers required to demonstrate competency through lesson plan portfolios and student achievement evidence.				520
Strategy's Expected Result/Impact: Teachers will create more purposeful and targeted lessons that directly address student learning needs through systematic planning and data analysis, leading to improved student mastery of standards and learning objectives. The consistent focus on standards alignment and data-driven decision making will ensure that instruction is responsive to student needs and grounded in evidence-based practices, ultimately resulting in measurable improvements in both teaching quality and student academic achievement across all classrooms.				
Staff Responsible for Monitoring: lead teachers, MCLs, MRTRs, and administration				
Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Assign lead teachers, MCLs, MTRT, assistant principal, and principal to conduct monthly classroom observations using standardized rubrics that measure lesson planning, instructional delivery, student engagement, and classroom management, followed by immediate feedback conferences and collaborative action planning sessions. Establish a structured peer observation protocol where teachers visit exemplary classrooms monthly to observe best practices, participate in post-observation reflection discussions, and implement observed strategies in their own teaching with coach support. Create professional learning communities focused on instructional excellence where teachers analyze video recordings of their own lessons, share successful strategies, and collaboratively problem-solve instructional challenges using protocols that promote reflective practice and continuous improvement. **Strategy's Expected Result/Impact:** Teachers will demonstrate measurable improvement in instructional practices through consistent coaching support and peer collaboration, leading to more engaging and effective lesson delivery. The systematic observation and feedback cycle will create a culture of continuous improvement where teachers feel supported in their professional growth, resulting in higher-quality instruction that directly impacts student learning outcomes and classroom excellence ratings. **Staff Responsible for Monitoring:** lead teachers, MCLs, MTRTs, and administrators. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				521

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of the classrooms will demonstrate evidence of student-centered learning environments as evidenced by student ownership of learning through student journals, student performance on checkpoints, and district assessments.

HB3 Board Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Walkthroughs, student work, student assessment data	90%	TBD

Evaluation Data Sources: Teachers will engage in campus-wide instructional rounds where teachers observe peers once every two weeks using a common observation rubric and take a new strategy to their classroom.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will engage in vertical planning once a month to ensure that the grade levels are in alignment with the pacing scope and sequence. **Strategy's Expected Result/Impact:** Teachers will gain knowledge of the scope and sequence for the vertical grade levels in the designated subjects. **Staff Responsible for Monitoring:** Assistant principal, lead teachers, MCLs, MTRT.				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_CI4228s51C4FNk/preview	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2025

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Teachers will participate in quarterly professional development focused on specific domains of instructional delivery (e.g., student discourse, higher-order questioning, culturally responsive teaching, small-group differentiation.)

Strategy's Expected Result/Impact: Teachers will strengthen instructional delivery, ensuring 90% of classrooms meet the campus definition of instructional excellence.

Staff Responsible for Monitoring: Assistant principal, lead teachers, MCLs, MTRT.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus leadership will generate a PD agenda focused on instructional delivery.	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2026

Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Achievement 1

523

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level. **Root Cause**: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Cavazos Elementary will establish a culture of excellence as evidenced by 85% of staff and students demonstrating consistent commitment to high expectations, continuous improvement, and shared accountability for academic and behavioral success across all school programs and activities.

HB3 Board Goal

Evaluation Data Sources: Classroom walkthroughs and student performance on assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop and implement comprehensive "Excellence Standards" that define specific behavioral and academic expectations for students, staff, and families, with visual displays throughout the school and monthly teaching lessons that reinforce these standards in age-appropriate ways. Create a multi-tiered recognition system including daily "Excellence Spotlights" where teachers nominate students and colleagues demonstrating exceptional effort or achievement, celebrating classroom and individual accomplishments, and quarterly "Excellence Awards" honoring sustained commitment to high standards with special recognition celebrations. Establish "Excellence Teams" comprised of students, teachers, and parents who monitor progress toward school goals, provide feedback on programs, and lead initiatives that promote continuous improvement and shared ownership of school success.				524
Strategy's Expected Result/Impact: Students and staff will internalize high expectations and develop intrinsic motivation to pursue excellence in all aspects of school life, creating a shared culture where mediocrity is not acceptable and continuous growth is celebrated. The systematic recognition and accountability structures will foster pride in achievements while encouraging risk-taking and perseverance, ultimately leading to improved academic performance, positive behavior choices, and a school environment where everyone feels empowered to reach their highest potential.				
Staff Responsible for Monitoring: classroom teachers and leadership team				
Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement monthly "Excellence in Practice" professional development sessions where teachers research, present, and model innovative instructional strategies to colleagues, creating a culture of shared expertise and continuous learning among staff members. Establish teacher leadership roles including "Excellence Coaches" who mentor new teachers, "Data Champions" who lead grade-level data analysis meetings, and "Innovation Leaders" who pilot new programs and share results with the faculty, providing career advancement opportunities while building internal capacity for sustained improvement. Create structured reflection protocols where all staff members set quarterly professional goals aligned to school excellence standards, document progress through evidence portfolios, and participate in peer feedback sessions that promote accountability and collaborative growth. **Strategy's Expected Result/Impact:** Teachers will develop stronger professional identities as educational leaders and continuous learners, modeling excellence for students while building collective capacity for school-wide improvement. The leadership development opportunities will increase teacher retention and job satisfaction while creating sustainable systems for maintaining high standards, ultimately resulting in more effective instruction, stronger school culture, and improved outcomes for all students as staff members embrace their roles as champions of excellence. **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				525

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: 100% of the teachers will post and review the daily learning objectives and success criteria, ensuring students understand what excellence looks like in both behavior and academics. Growth mindset language (e.g., "yet," "challenge helps our brain grow") will be consistently modeled. Student work that demonstrates mastery and effort will be displayed in hallways and classrooms to celebrate excellence.

HB3 Board Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Walkthrough data	100%	

Evaluation Data Sources: Walkthrough data, student journals, and student checkpoint data and district assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: 100% of the teachers will post daily learning objectives (LOs) and success criteria (SC) in student-friendly language, ensuring alignment with TEKS. At the beginning, midpoint, and closure of the lesson, teachers will review the LOs and SC with students.

Strategy's Expected Result/Impact: Students will be able to articulate the lesson's purpose and what mastery looks like.
This will lead to improved student focus, accountability, and an increase of at least 10% in students achieving "Meets" or higher on interim/common assessments.

Staff Responsible for Monitoring: Principal, assistant principal, lead teachers.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Leadership will conduct walkthroughs and focus on LO and SC.	Principal, assistant principal, lead teachers.	October 2025-May 2026

Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: 100% of the classrooms will display student work samples that demonstrate mastery, effort, and perseverance. Teachers will facilitate "student voice" by inviting students to explain how they achieved their results and overcame challenges. Administrators will highlight exemplary displays and mindset practices during PLCs to model expectations.

Strategy's Expected Result/Impact: Students will develop resilience, see mistakes as part of learning, and take ownership of their academic growth.
This will foster a schoolwide culture of excellence and result in higher student engagement and confidence, directly impacting achievement and classroom behavior positively.

Staff Responsible for Monitoring: Principal, assistant principal, leadership team.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom walkthroughs with administrators and leadership team	Principal, assistant principal, leadership team.	October 2025

Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Targeted Support Strategy - Results Driven Accountability
Problem Statements: Demographics 1

527

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on the data regarding attendance, the campus attendance declined by .2 from 92.2% in 2024 to 92% in 2025. The grade level with the lowest overall attendance was PK. **Root Cause**: The PK families do not sign Truancy Prevention Measures Contracts as often as other grades.

Ector County Independent School District

Crockett Middle School

2025-2026 Board Goals/Performance Objectives/Strategies



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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, the percentage of students achieving or exceeding their READING RIT goal will increase from 53% to 63%.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement a data-driven reteach and reassessment cycle using NWEA MAP Reading RIT data to identify student skill gaps. Students will be placed in targeted COLT time groups with TIA teachers, MCLs, and experienced staff for daily reteach aligned to Power Standards and IB MYP objectives. **Strategy's Expected Result/Impact:** Increased NWEA MAP RIT Scores - Steady growth across all grade levels as skill gaps are addressed daily in targeted COLT time. Improved STAAR Performance - Higher percentages of students meeting or exceeding grade-level expectations in Reading and Math due to focused, standard-aligned reteach. Fewer Long-Term Gaps - Early intervention prevents small skill deficits from becoming persistent achievement barriers. Greater Student Ownership - Students in consistent reteach groups see and understand their progress, fostering engagement and self-motivation. Higher Instructional Precision - Teachers deliver reteach lessons directly tied to Power Standards, eliminating off-target instruction. More Effective Use of Data - Staff become skilled at interpreting MAP RIT strand data and applying it to daily instructional decisions. Increased Collaboration - TIA teachers, MCLs, and content-area staff share strategies and ensure alignment between COLT time and core instruction. Consistent Academic Growth Across Subgroups - Achievement gaps between demographic groups shrink as all students receive targeted instruction. Alignment with IB Authorization Goals - Instruction during COLT time integrates IB MYP objectives and Approaches to Learning, providing evidence for programme evaluation. Sustainable Improvement Model - The cycle of data - reteach - reassessment becomes an embedded campus practice, supporting long-term academic gains. **Staff Responsible for Monitoring:** Principal, APs, MCLs, IB Coordinator, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				531

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will offer after-school tutoring after NWEA MAP testing is complete at each interval, providing small-group, mastery-focused instruction for students performing below grade level. This instruction will be reinforced by i-Ready personalized learning pathways that address individual needs. **Strategy's Expected Result/Impact:** Accelerated Skill Growth - Students below grade level close gaps faster through small-group, mastery-focused instruction tailored to MAP performance data. Improved NWEA MAP RIT Scores - Students demonstrate measurable growth between assessment windows due to targeted practice on identified weak areas. Higher STAAR Readiness - Mastery of Power Standards and targeted SEs translates to improved STAAR Reading and Math performance. Personalized Learning Gains - i-Ready lessons directly address each student's learning path, strengthening foundational skills and building confidence. Increased Impact in Targeted Instruction - Small-group setting allows teachers to deliver highly focused, immediate feedback and correction. Better Data Application - Teachers use MAP and i-Ready reports to design sessions that precisely address the skills each student needs. Higher Student Engagement - Smaller settings and relevant content keep students more involved and motivated to improve. Reduction in Below-Grade-Level Population - Fewer students remain in the "Urgent Intervention" or "Intervention" bands on MAP by year's end. Consistent Support Between Core and Tutoring - Tutoring sessions reinforce what is taught in the regular classroom and COLT time, ensuring continuity. Evidence of Differentiation for IB Authorization - i-Ready's personalized pathways and small-group tutoring provide clear examples of IB Approaches to Learning and differentiated instruction in practice. **Staff Responsible for Monitoring:** Principal, APs, MCLs. Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide				532

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 25% to 35%.

533

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement a data-driven reteach and reassessment cycle using NWEA MAP Math RIT data to identify student skill gaps. Students will be placed in targeted COLT time groups with TIA teachers, MCLs, and experienced staff for daily reteach aligned to Power Standards and IB MYP objectives. **Strategy's Expected Result/Impact:** Increased NWEA MAP Math RIT Scores - Steady growth across all grade levels as targeted COLT time addresses specific skill gaps daily. Improved STAAR Math Performance - More students meeting or exceeding grade-level standards due to alignment with Power Standards and consistent reteach. Reduction in Skill Deficiencies - Early, daily intervention prevents gaps from compounding, especially in foundational math concepts. Greater Conceptual Understanding - Integration of IB MYP objectives builds deeper reasoning and problem-solving abilities, not just procedural fluency. Higher Student Confidence - Frequent successes in small-group settings increase engagement and willingness to take on challenging math problems. Improved Data Utilization Skills - Teachers become adept at interpreting RIT strand data and applying it directly to instructional planning. Stronger Lesson Alignment - Daily reteach lessons stay tightly focused on Power Standards and targeted misconceptions. Collaborative Consistency - TIA teachers, MCLs, and math staff align on reteach strategies, ensuring students receive coherent instruction across settings. Closing of Achievement Gaps - Academic growth across all student subgroups, reducing performance disparities. Support for IB Authorization - Demonstrates intentional differentiation and targeted intervention aligned with MYP mathematics objectives and Approaches to Learning skills. Sustainable Growth Model - Establishes a replicable, year-to-year cycle of assessment, reteach, and reassessment as part of Crockett's instructional culture. **Staff Responsible for Monitoring:** Principal, APs, MCLs, Department Heads, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				534

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will offer after-school tutoring after NWEA MAP testing is complete at each interval, providing small-group, mastery-focused instruction for students performing below grade level. This instruction will be reinforced by IXL personalized learning pathways that address individual needs. **Strategy's Expected Result/Impact:** Accelerated Skill Growth - Focused, small-group sessions allow students to quickly address gaps identified by NWEA MAP testing. Improved NWEA MAP RIT Scores - Targeted instruction between testing intervals leads to measurable growth in key skill areas. Better STAAR Readiness - Reinforcement of Power Standards improves performance on grade-level state assessments. Personalized Learning Support - IXL pathways adapt to each student's needs, strengthening both foundational and advanced skills. Increased Confidence and Engagement - Students gain confidence from targeted successes, making them more willing to participate and take risks in class. Greater Instructional Impact - Small group sizes enable individualized feedback and stronger connections with students. Data-Driven Planning - Tutors can use MAP and IXL reports to tailor instruction for maximum effectiveness. Opportunity for Extended Learning - More instructional time beyond the regular school day supports deeper mastery. Reduction in Below-Grade-Level Population - Fewer students remain in the "Urgent Intervention" category on MAP by the end of the year. Alignment with Campus and IB Goals - Reinforces a culture of continuous improvement and supports IB Approaches to Learning (ATL) by fostering self-management and reflection. Improved Accountability Ratings - Gains in MAP and STAAR scores contribute directly to higher overall campus performance measures. **Staff Responsible for Monitoring:** Principal, APs, MCLs, Department Heads, Teachers **Funding Sources:** - Title One School-wide				535

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 percentage of students performing at the MEETS level on 6th-8th Math STAAR will increase from 25% to 35%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a daily, structured Math PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Progamme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. **Strategy's Expected Result/Impact:** Higher assessment scores through targeted, data-driven instruction and effective reteach plans. Consistent, Rigorous Instruction across all classrooms via daily internalization and refinement. Stronger Student Thinking Skills with the integration of IB MYP Global Contexts and Approaches to Learning. Improved Teacher Ownership through routine collaboration, reflection, and accountability. Real-Time Student Progress Monitoring enabling timely instructional adjustments. Deeper IB MYP Implementation supporting program fidelity and student engagement. **Staff Responsible for Monitoring:** Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				536

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Mathematics teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Mathematics criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge. **Strategy's Expected Result/Impact:** Improved instructional quality through practical, research-based strategies teachers can implement immediately. Increased STAAR readiness by aligning instruction with high-rigor assessment question stems and STAAR expectations. Stronger IB MYP alignment by integrating MYP instructional practices into daily lessons. Ongoing growth for teachers via consistent, job-embedded coaching and support. Stronger campus-wide instructional consistency through shared expectations and aligned professional learning. **Staff Responsible for Monitoring:** Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				537

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Math classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. **Strategy's Expected Result/Impact:** Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers				538

 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 30% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, 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%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

539

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a daily, structured PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including IB MYP Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. **Strategy's Expected Result/Impact:** Higher STAAR Reading Scores - Consistent alignment of instruction to TEKS and STAAR rigor, coupled with ongoing data analysis, closes skill gaps faster. Improved IB MYP Language & Literature Performance - Stronger mastery of Criteria A-D (Analyzing, Organizing, Producing Text, Using Language) because lessons are purposefully planned with IB Global Contexts and Approaches to Learning. Reduced Skill Gaps - Targeted reteach cycles based on real-time data lead to faster improvement for struggling readers/writers. Greater Instructional Alignment - Teachers across grades and sections deliver more consistent pacing, strategies, and assessment practices. Stronger Lesson Quality - Daily PLC internalization sharpens clarity of objectives, selection of texts, and depth of questioning. Increased Teacher Capacity - Reflection and refinement cycles lead to teachers being more confident and skilled in delivering high-impact L&L instruction. Increased Relevance - IB Global Contexts make reading and writing tasks more meaningful, fostering higher engagement. Growth in ATL Skills - Students become more adept at self-management, communication, and critical thinking as these are embedded in daily lessons. Improved Student Tracking - Learners understand their own progress, set goals, and take ownership of their reading and writing growth. **Staff Responsible for Monitoring:** Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers				540

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Language and Literature teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Language & Literature criteria; and consistent integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen both comprehension and written expression. **Strategy's Expected Result/Impact:** Improved STAAR Reading Performance - Increased percentage of students meeting or exceeding grade-level standards in reading comprehension and written response. Growth in IB MYP L&L Criteria Scores - Noticeable improvement in Criterion A (Analyzing), Criterion C (Producing Text), and Criterion D (Using Language) due to targeted instruction. Stronger Written Expression - Students produce more coherent, organized, and well-supported written responses using appropriate academic language. Higher Engagement - Lessons connected to IB Global Contexts make reading and writing more meaningful, leading to greater student participation. Increased Instructional Consistency - Teachers align lessons, assessments, and feedback to both TEKS/STAAR and IB MYP expectations. Enhanced Questioning Techniques - Use of rigorous, STAAR-style and IB command term-based question stems in daily instruction. Improved Instructional Planning - Lesson plans consistently embed Approaches to Learning (ATL) skills and inquiry-based learning strategies. Higher Confidence in Data Use - Teachers effectively analyze student performance data to adjust instruction and close learning gaps. Alignment with IB Authorization Goals - Evidence of IB criteria integration in core L&L instruction supports the school's full MYP authorization process. Collaborative Professional Culture - Regular PD and coaching sessions strengthen PLCs and foster shared accountability for student growth. Sustained Growth Over Time - Systematic, ongoing coaching creates lasting improvement rather than temporary gains. **Staff Responsible for Monitoring:** Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				541

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Crockett Middle School will implement a Blended Learning approach in 6th-8th-grade Language and Literature classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. **Strategy's Expected Result/Impact:** Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers				542

 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 8th Social Studies STAAR will increase from 6% to 12%.

543

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a daily, structured Individuals and Societies PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Progamme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. **Strategy's Expected Result/Impact:** Increased STAAR Performance - Growth in Meets and Masters levels as lessons directly target both TEKS readiness standards and IB MYP criteria, with higher-level questioning embedded daily. Fewer Content Gaps - Misconceptions identified through data analysis will be addressed quickly, reducing recurring errors on assessments. Stronger Analytical Thinking - Frequent DBQ-style questioning and IB command terms will improve students' ability to interpret sources, justify reasoning, and write with evidence. Greater Student Ownership - Data trackers and reflection will make students more aware of their progress, leading to more self-directed improvement. Improved Instructional Consistency - Clear, shared lesson plans and internalization protocols will ensure all students across classrooms receive high-quality, aligned instruction. Deeper Data Use Skills - Teachers will become more adept at interpreting assessment results and translating them into precise reteach plans. Collaborative Expertise - Peer feedback and work sample analysis will build collective teacher capacity and strengthen instructional practices campus-wide. Increased Confidence with IB - Regular alignment of TEKS to MYP Global Contexts and Criteria will make IB integration second nature for staff. Closing of Performance Gaps - Higher achievement across all demographic subgroups as targeted reteach addresses both skill and content deficiencies. Alignment with IB Authorization Goals - Documentation of lesson plans, IB integration, and reflection cycles will serve as strong evidence for IB evaluators. Culture of Accountability & Excellence - PLCs will function as professional learning communities focused on solutions, not just compliance. Sustainable Improvement Model - The cycle of alignment, internalization, data analysis, and reteach becomes a standard operating procedure beyond Social Studies. **Staff Responsible for Monitoring:** Principal, APs, MCLs, IB Coordinator, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				544

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for Individuals and Societies teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Social Studies criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.

Strategy's Expected Result/Impact: Improved STAAR Social Studies Performance - Growth in Meets and Masters levels due to alignment between instruction, TEKS readiness standards, and STAAR question types.

Stronger Historical Thinking Skills - Students will better analyze primary/secondary sources, understand cause-and-effect relationships, and draw evidence-based conclusions.

Higher Engagement - Lessons will become more relevant and thought-provoking through IB Global Contexts and inquiry-based strategies.

Better Transfer of Knowledge - Students will more effectively apply Social Studies concepts to current events, interdisciplinary projects, and real-world contexts.

Increased Instructional Precision - Teachers will design and deliver lessons that are tightly aligned to TEKS, STAAR rigor, and IB MYP criteria.

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Improved Questioning Skills - Frequent use of assessment question stems will raise the cognitive demand of daily instruction.

Consistent Integration of IB Practices - Teachers will naturally embed IB Approaches to Learning (ATL) and Global Contexts in their planning.

Enhanced Collaboration - PLCs will have a shared framework for planning, analyzing student work, and refining instructional practices.

Closing of Performance Gaps - Targeted reteach and inquiry-driven instruction will help all student subgroups make measurable gains.

Evidence for IB Authorization - Lesson plans, assessments, and student work will reflect IB MYP integration, supporting a strong authorization visit in 2025.

Sustainable Professional Growth Model - Continuous coaching and PD will establish a long-term culture of reflective, data-informed teaching.

Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Funding Sources: - Title One School-wide - $40,000				546

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Individuals and Societies classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. **Strategy's Expected Result/Impact:** Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers				547

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, 75% of students performing at the MEETS level on 8th Science STAAR will increase from 15% to 25%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a daily, structured PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including IB MYP Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Science teachers in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Science criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, MCLs, IB Coordinator, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - Title One School-wide - $40,000				548

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Science classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. **Strategy's Expected Result/Impact:** Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers				549

 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 percentage of students performing at the MEETS level on the 8th Algebra I STAAR assessment will increase from 71% to 80%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will provide weekly Advanced Problem-Solving & Enrichment Labs during COLT time and/or after school for Meets-level Algebra I students, focusing on multi-step, real-world problems and STAAR Masters-level tasks to deepen conceptual understanding and extend learning. **Strategy's Expected Result/Impact:** Increase in STAAR Performance: 10% more Meets-level students advancing to Masters-level performance on the STAAR Algebra I assessment. Deeper Conceptual Understanding: Students will strengthen their algebraic reasoning through consistent engagement with multi-step, real-world problems and Masters-level tasks. Improved Problem-Solving Stamina: Students will build persistence, critical thinking, and confidence in tackling rigorous and unfamiliar problems. Higher MAP Growth Scores: Regular exposure to enrichment content will translate into measurable growth on MAP assessments. Readiness for Advanced Academics: Students will be better prepared for higher-level math courses, Pre-AP, and IB MYP/DP pathways. Teacher Growth: Teachers will refine their ability to deliver targeted enrichment that extends learning beyond grade-level standards. **Staff Responsible for Monitoring:** Principal, APs. MCLs, Department Heads, IB Coordinator, Teachers				550

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will implement enrichment cycles that use STAAR-aligned checkpoints, MAP data, and classroom assessments to identify Meets-level students ready for acceleration. Teachers will design enrichment labs around multi-step, real-world problem-solving and master's-level STAAR tasks, ensuring that instruction is targeted, rigorous, and directly tied to student needs. **Strategy's Expected Result/Impact:** Increased STAAR Performance: A measurable increase in the number of Meets-level students advancing to Masters-level performance on STAAR Algebra I. Targeted Acceleration: Students identified for enrichment will receive instruction that directly addresses their readiness for advanced content, reducing instructional gaps and preventing stagnation at the Meets level. Improved Problem-Solving Skills: Regular exposure to multi-step, real-world problems will strengthen students' critical thinking, reasoning, and persistence when tackling complex tasks. Higher MAP Growth Scores: Consistent practice with rigorous, STAAR-aligned content will translate into stronger MAP growth measures, validating academic acceleration. Long-Term Readiness: Students will build stronger algebraic foundations, positioning them for success in higher-level math courses, advanced academics, and IB MYP/DP pathways. Teacher Capacity: Teachers will strengthen their ability to design and deliver enrichment tied to real-time data, creating a sustainable model of differentiated instruction. **Staff Responsible for Monitoring:** Principal, APs. MCLs, Department Heads, IB Coordinator, Teachers				551

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.

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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 1: Crockett MS attendance will increase from 91% to 95%.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement a comprehensive three-tiered attendance intervention system designed to support students whose attendance falls below 95%. The system will include proactive parent contact, individualized attendance contracts, and targeted conferences with counselors or administrators. In collaboration with Communities In Schools, the campus will work to identify and address barriers to attendance while monitoring student progress on a weekly basis. **Strategy's Expected Result/Impact:** Improved Attendance for At-Risk Students - Students with attendance below 95% will show steady improvement as individualized supports address root causes of absences. Increased Student Accountability - Attendance contracts and regular progress monitoring reinforce personal responsibility, aligning with IB Learner Profile traits such as principled and reflective. Reduced Chronic Absenteeism - Early, targeted interventions prevent students from falling into long-term absentee patterns. Enhanced Student Support - Barriers such as transportation, health, or family obligations are addressed through coordinated efforts with Communities In Schools and campus staff. Stronger Teacher-Parent Communication - Proactive outreach builds partnerships with families to solve attendance issues early. Data-Driven Interventions - Teachers and administrators use weekly reports to quickly identify attendance concerns and respond with targeted actions. Improved Relationships with Students - Individualized conferences foster trust, making students more likely to attend regularly and engage in learning. Reduced Number of Students Below 95% Attendance - Systematic interventions narrow the attendance gap for targeted students. Higher Accountability Ratings - Increased attendance contributes positively to the campus accountability framework. Alignment with IB Philosophy - The program reinforces balance, commitment, and responsibility as essential elements of student success, strengthening evidence for IB authorization. Culture of Support Over Compliance - Attendance improvement is approached as a shared responsibility between students, families, and the school, not just a policy requirement. **Staff Responsible for Monitoring:** Principal, APs, Teachers, Counselors, Attendance Clerks,				554

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will implement a variety of regular incentives to celebrate students achieving 95% or higher attendance. These efforts will foster a culture of attendance awareness that reflects our IB philosophy and learner profile by promoting responsibility, balance, and commitment. **Strategy's Expected Result/Impact:** Improved Attendance Rates - More students maintaining 95%+ attendance, directly increasing instructional time and academic opportunity. Greater Student Responsibility - Reinforcement of the IB Learner Profile traits principled, balanced, and reflective through consistent attendance habits. Increased Engagement - Students become more connected to school through positive recognition, leading to stronger participation in academics and extracurriculars. Better Academic Performance - More time in class correlates with higher MAP, STAAR, and IB MYP assessment outcomes. Positive Classroom Culture - Consistent attendance reduces gaps in learning, behavioral disruptions, and reteach demands. Improved Instructional Flow - Fewer absences mean lessons progress as planned with less time spent catching students up. Staff Buy-In - Teachers see tangible benefits of attendance initiatives, encouraging consistent promotion in classrooms. Higher Accountability Ratings - Increased attendance positively impacts the campus accountability framework. Stronger IB Alignment - Attendance culture reflects IB values, supporting IB authorization and programme evaluation evidence. Community Trust - Families see the school actively valuing and rewarding student commitment, strengthening parent-school relationships. **Staff Responsible for Monitoring:** Principal, APs, Teachers, Counselors, Attendance Clerks,				555

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 2: Exclusionary disciplinary infractions will decrease from 35% to 20 %.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselors and administrators will work cooperatively to implement personalized tiered behavior intervention plans through the MTSS framework to provide targeted support for students with repeated behavior incidents. Crockett MS will implement the Emergent Tree framework to build proactive, tiered systems of behavior support that align expectations, interventions, and family partnerships across the campus. Through data-driven decision making, coaching, and consistent practices, the framework will reduce exclusionary discipline and strengthen a positive, equitable school culture. **Strategy's Expected Result/Impact:** Reduction in Repeated Behavior Incidents - Targeted supports and clear expectations help students replace negative behaviors with positive choices. Improved Self-Management Skills - Students develop the ability to regulate emotions, make responsible decisions, and resolve conflicts appropriately. Increased Academic Engagement - With fewer behavior-related disruptions, students spend more time on task and learning. Stronger Sense of Belonging - Personalized interventions make students feel supported rather than punished, aligning with IB Learner Profile traits such as caring and balanced. More Instructional Time - Fewer classroom disruptions allow teachers to focus on teaching rather than managing behavior. Better Understanding of Student Needs - Collaboration between teachers, counselors, and administrators ensures interventions are tailored and proactive. Consistency in Behavioral Expectations - The MTSS framework promotes a campus-wide approach, reducing confusion for students and staff. Decrease in Office Referrals and Suspensions - Data reflects fewer repeated incidents and improved campus climate. Positive School Culture - Focus on support over punishment builds a culture of accountability, empathy, and mutual respect. Alignment with IB Philosophy - Reinforces the development of principled, reflective learners who take responsibility for their actions. Evidence for MTSS and IB Authorization - Documented interventions and progress monitoring provide strong evidence for compliance and IB evaluation. **Staff Responsible for Monitoring:** Principal, APs, Counselors, Teachers, SpEd Department Head, SpEd Team, **Targeted Support Strategy**				557

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors and administrators will implement a structured student check-in/check-out system that provides daily goal setting, progress monitoring, and adult mentorship for students requiring additional behavioral support. Counselors will further reinforce this work through regular "Lunch and Learns" with targeted students, fostering meaningful discussions that proactively build skills, strengthen relationships, and prevent misbehavior. **Strategy's Expected Result/Impact:** Improved Behavior and Self-Regulation - Daily goal setting and feedback help students recognize triggers, make positive choices, and build self-control. Increased Sense of Support and Belonging - Regular interactions with a trusted adult provide emotional connection and encouragement, fostering IB Learner Profile traits such as caring and balanced. Higher Goal Achievement - Students develop habits of setting, monitoring, and reflecting on personal goals, leading to consistent progress. Reduced Office Referrals - Ongoing monitoring addresses concerns before they escalate into disciplinary incidents. Teacher & Staff Outcomes Stronger Student-Adult Relationships - Consistent mentorship builds trust between staff and students, improving cooperation in class. Proactive Behavior Management - Teachers see improved classroom climate as students address challenges earlier in the day. Collaborative Support Structure - Counselors, administrators, and teachers work together to align interventions with classroom expectations. Decrease in Chronic Behavior Issues - Targeted daily support reduces the number of students with repeated incidents. Positive School Culture - A visible system of adult mentorship promotes a supportive and encouraging learning environment. Alignment with MTSS and IB Philosophy - Reinforces IB traits of principled and reflective, while providing documented evidence for MTSS implementation and IB evaluation. Increased Academic Engagement - Students with improved behavior are more focused and prepared to learn, contributing to overall academic performance. **Staff Responsible for Monitoring:** Principal, APs, Counselors, Teachers, SpEd Department Head, SpEd Team,				558

 No Progress  Accomplished  Continue/Modify  Discontinue

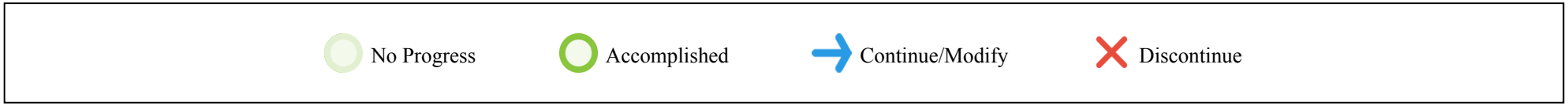
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Crockett MS will strengthen its College, Career, and Military Readiness (CCMR) initiatives by expanding AVID strategies campus-wide, integrating college and career exploration into daily lessons, and hosting career days along with student-led goal-setting conferences.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will intentionally integrate AVID strategies and IB MYP Approaches to Learning (ATL) across all subjects, explicitly teaching organization, collaboration, inquiry, and note-taking. Students will engage in structured leadership and public speaking opportunities--such as IB exhibitions, debates, and/or student-led conferences--to strengthen communication skills and confidence. Technology and digital literacy will be embedded into instruction through coding, design software, digital presentation tools, and online research, ensuring students are prepared for advanced coursework, career pathways, and technology-driven industries. **Strategy's Expected Result/Impact:** Increased Academic Readiness - Students will enter high school better equipped to handle advanced coursework, including IB Diploma Programme, AP, and dual-credit classes. Stronger Organizational & Study Skills - AVID and ATL strategies will foster habits that improve time management, note-taking, and academic self-monitoring. Enhanced Communication & Leadership - Structured speaking opportunities will increase confidence, poise, and the ability to articulate ideas clearly in academic, professional, and civic settings. Improved Collaboration Skills - Students will learn how to work productively in diverse teams, a critical skill for both college and workplace success. Digital Literacy Competence - Mastery of coding, design tools, and online research will prepare students for technology-based careers and postsecondary expectations. Consistent Skill Integration Across Curriculum - Teachers will intentionally embed AVID and ATL skills into daily instruction, increasing instructional alignment. Increased Use of Inquiry-Based Learning - Lessons will more frequently push students toward critical thinking, problem-solving, and creative expression. Greater Cross-Department Collaboration - Leadership and public speaking opportunities will encourage joint projects between departments, fostering interdisciplinary learning. Higher Preparedness for CCMR - Students will develop academic, communication, and technology skills that are foundational for meeting CCMR benchmarks in high school. Positive School Culture - A focus on leadership, collaboration, and innovation will strengthen school pride and align with the IB Learner Profile. Competitive Edge for IB Authorization - This approach will provide strong evidence to IB evaluators of meaningful ATL integration and real-world skill application. Long-Term College & Career Success - Students will leave Crockett with the skills, mindset, and confidence to succeed in postsecondary education and careers. **Staff Responsible for Monitoring:** Principal, APs, IB Coordinator, Counselors, Teachers				560

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will expand career awareness by hosting an annual IB MYP Career Week, showcasing the Global Context "Orientation in Space and Time" through guest speakers, job shadowing, and hands-on workshops connected to diverse career clusters. Career-focused interdisciplinary units (IDUs) will engage students in solving real-world problems in STEM, business, and public service, simulating authentic workplace experiences. Military and public service awareness will be embedded through visits from a variety of public servants and other service organizations linking IB Learner Profile traits--principled, caring, reflective--to pathways of service and leadership **Strategy's Expected Result/Impact:** Expanded Career Awareness & Aspirations - Students will gain exposure to a broad range of career clusters, helping them make informed decisions about high school endorsements, CTE pathways, and postsecondary goals. Increased Relevance of Learning - Interdisciplinary Units (IDUs) that solve real-world problems will show students how classroom skills connect directly to career fields and community needs. Stronger Connection to Service & Leadership - Engagement with military and public service professionals will help students see the value of principled, caring, and reflective leadership in society. Higher Engagement in STEM & Public Service Pathways - Early exposure to hands-on, career-connected experiences will spark interest in high-demand fields like engineering, healthcare, law enforcement, and education. Improved Communication & Problem-Solving Skills - Career week and IDUs will strengthen students' collaboration, critical thinking, and presentation abilities. More Interdisciplinary Collaboration - Teachers will work together to design IDUs, promoting cross-curricular connections and cohesive instruction. Stronger Integration of IB Global Contexts - Instruction will consistently connect learning to real-world applications and service-oriented goals. Enhanced Use of Project-Based Learning - Career-focused activities will increase authentic, inquiry-driven instruction across subjects. Increased Future CCMR Readiness - Students will enter high school with clearer career interests and a stronger foundation for postsecondary success. Positive Community Partnerships - Relationships with local businesses, service organizations, and military branches will strengthen school-community connections. Evidence for IB Authorization - Career-connected learning tied to IB Global Contexts will demonstrate Crockett's commitment to real-world relevance in teaching and learning. Improved Student Motivation - When students see direct links between school and their futures, engagement, attendance, and effort are likely to increase.				561



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Board Goal 4: Classroom Excellence

Performance Objective 1: Crockett Middle School will improve teacher retention from 87% to 95% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett Middle School will strengthen mentorship and coaching programs by pairing new and early-career teachers with experienced mentors through a structured induction process that includes regular observations, feedback cycles, and collaborative planning. In addition, the campus will provide ongoing, job-embedded instructional coaching aligned with IB MYP principles, Teach Like a Champion strategies, and district priorities to ensure consistent support and professional growth. **Strategy's Expected Result/Impact:** Increased Teacher Retention: New and early-career teachers will feel more supported and confident, reducing turnover and helping the campus reach its 95% retention goal. Improved Instructional Practices: Teachers will internalize high-leverage strategies from IB MYP, Teach Like a Champion, and district priorities, resulting in stronger classroom instruction and student engagement. Higher Student Achievement: Consistency in instructional practices, coupled with effective coaching, will lead to improved student outcomes on STAAR, MAP, and IB-aligned assessments. Stronger Professional Culture: A structured mentoring and coaching framework will promote collaboration, trust, and continuous improvement among staff, creating a positive campus culture. Leadership Development: Experienced teachers serving as mentors will refine their leadership skills, expanding the pool of future instructional leaders and contributing to long-term sustainability. **Staff Responsible for Monitoring:** Principal, APs, IB Coordinator, MCLs, Department Heads, and Counselors				563

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett Middle School will recognize staff contributions and celebrate them through monthly appreciation events, teacher spotlights, and faculty acknowledgments. To ensure teachers feel valued and heard, Crockett will establish consistent feedback loops--including listening sessions, surveys, and advisory groups--so that staff voice informs school policies, instructional priorities, and cultural events. **Strategy's Expected Result/Impact:** Increased Teacher Retention: Staff who feel valued and supported are more likely to remain at the campus, helping move retention rates toward the 95% goal. Improved Morale and Job Satisfaction: Regular recognition and opportunities for input foster a sense of belonging and pride among teachers, leading to higher workplace satisfaction. Stronger Campus Culture: Celebrations and acknowledgments build community and reinforce a culture of respect, collaboration, and shared success. Greater Teacher Voice and Buy-In: Feedback loops and advisory groups ensure staff feel heard, resulting in stronger ownership of campus initiatives and instructional practices. Enhanced Student Outcomes: A positive and stable teaching staff creates continuity in instruction, which directly supports improved student learning and achievement. **Staff Responsible for Monitoring:** Principal, APs, IB Coordinator, Department Heads, Counselors, and MCLs				

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No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Crockett will increase the connectedness indicator within Panorama from 33% to 40% for the 2025-26 school year.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will host monthly assemblies and recognition boards highlighting academic achievements, IB Learner Profile traits, and acts of kindness, so students feel valued and noticed.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Crockett will create regular opportunities for students to give input on school events, classroom projects, and policies through surveys, student advisory councils, and IB exhibition planning committees.	Formative			Summative
	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

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Board Goal 5: Culture of Excellence

Performance Objective 2: Crockett will increase the belonging indicator within Panorama from 35% to 40% for the 2025-26 school year.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will dedicate weekly COLT time to activities that strengthen peer relationships, promote empathy, and encourage inclusion through IB Approaches To Learning social skills.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Crockett will train a diverse group of student ambassadors to welcome new students, guide campus tours, and act as inclusion advocates during school events.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

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Ector County Independent School District

DAEP

2025-2026 Board Goals/Performance Objectives/Strategies



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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

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Middle and High School classroom teachers will utilize IXL Math for grades 6+, IReady Math and adhere to the ECISD MATH Framework. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 1 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Organization 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Family and Community Engagement 3 - School Organization 3				

No Progress | Accomplished | Continue/Modify | Discontinue

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 572
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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Middle and High School classroom teachers will utilize HMH Read 180 for grades 6+, IReady Reading, Sirius and adhere to the ECISD RLA Framework. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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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.

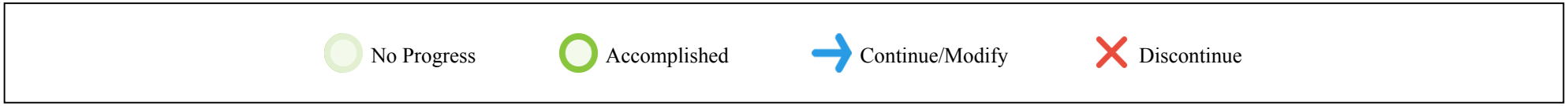
Performance Objective 3: By May 2026, AEC students will improve Science STAAR performance from 0% Meets in 2025 to 8th Grade: 6% Meets and Biology: 7% Meets.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				575

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** FTEs Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				576

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				



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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
Strategy 1: 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. **Strategy's Expected Result/Impact:** This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				578

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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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.

580

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				581

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53, 2.531, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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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 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** CIS Representative Behavior Interventionist Assistant Principals Principal **Title I:** 2.51, 2.53, 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				583

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide professional learning to AEC staff on trauma informed behavior interventions and de-escalation strategies from district MTSS Behavior Team and Region 18. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal Assistant Principals Behavior Interventionist MTSS Team **Title I:** 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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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: 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
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				585

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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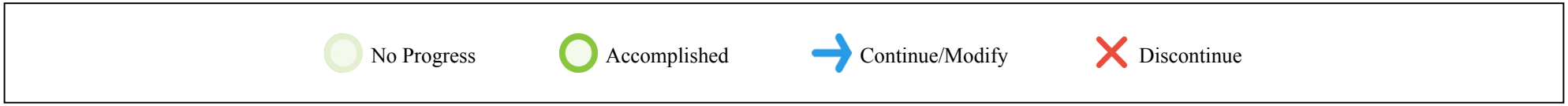
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance Data Review & 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. **Strategy's Expected Result/Impact:** Increase attendance and academic performance. **Staff Responsible for Monitoring:** Attendance Clerk Community Outreach Center representative Instructional Staff Assistant Principals Principal **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				587

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals				



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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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Sharing effective academic, behavioral, and social-emotional strategies, staff will increase student readiness for reentry and reduce the likelihood of repeat disciplinary placements. **Staff Responsible for Monitoring:** AEC Behavior Interventionist Principal Assistant Principals MTSS Team				589

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** AEC Behavior Interventionist Principal Assistant Principals SAS and Guidance Counselor				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Consistent CHAMPS and AEC Campus Procedures **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals Behavior Interventionist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Staff Principal Assistant Principals				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Foster an environment that promotes a positive mindset towards positive self-awareness, self-efficacy, perseverance, and overall well-being and personal growth. **Staff Responsible for Monitoring:** FTE Counselors/ Community in School Principal Assistant Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create a Positive and Inclusive Classroom Climate **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** AEC Faculty Principal Assistant Principals				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Dowling Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Our Mission:

Dowling Elementary will inspire students to develop intellectually, emotionally, and socially in a safe, orderly, and culturally diverse learning environment.

Vision

Our Vision:

We believe that in our quest for excellence, EVERY child can succeed in reaching his/her academic potential and becoming a responsible and productive citizen.

Value Statement

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At Dowling, we enable students to be themselves--to explore their interests, discover their strengths and find the confidence to succeed in the world beyond Dowling.

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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, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 30% (2025) to 38% (2026).

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Map Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reteach lessons on low-scoring TEKS from the district check points will be scripted and rehearsed during PLCs for grades 3-5. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, leadership **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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement twice weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays. **Strategy's Expected Result/Impact:** Increased student proficiency and confidence in mathematics by strengthening foundational skills, improving problem-solving abilities, and deepening conceptual understanding of algebraic reasoning. **Staff Responsible for Monitoring:** Principal, AP, Fellow and MCL (Math) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**				596

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes Mon/Weds/Fri per session in small groups during intervention/enrichment block. Targeted students will be students. scoring just below the Meets cut score -- typically in the Approaches high band -- who can be accelerated to Meets with targeted instruction. Measures will include map growth, campus developed TEK's checkpoints and teacher progress monitoring. **Strategy's Expected Result/Impact:** Students receiving targeted small group instruction in geometry, measurement, and data analysis will close skill gaps, demonstrate improved mastery of these TEKS, and show measurable gains on formative assessments, **Staff Responsible for Monitoring:** Principal, AP, Principal Fellow and MCL **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

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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 2: By May 2026, the percentage of 3rd-5th grade students performing at Meets on the Reading STAAR will increase from 34% (2025) to 40% (2026).

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students who did not meet their individual RIT Growth scores in MAP Reading (English and Spanish) the previous year will receive high-impact tutoring for at least 2 hours weekly from either a classroom teacher or an online tutor. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade-level teachers, campus leadership **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				598

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** teachers, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Establish a campus-wide writing initiative, integrating daily writing, grammar, and editing blocks in all grades daily. **Strategy's Expected Result/Impact:** Students will develop stronger writing fluency, grammar accuracy, and editing skills across all content areas. This will result in higher quality written responses, improved composition organization, and increased STAAR Writing and Reading performance, with more students moving from Approaches to Meets and Masters Grade Level. **Staff Responsible for Monitoring:** MCL's, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Conduct PLCs focused on analyzing reading/writing student work, calibrating scoring, and adjusting instruction using TEKS-based checkpoints 2 times a month. **Strategy's Expected Result/Impact:** Teachers will make more targeted instructional adjustments, leading to measurable gains in reading comprehension and writing proficiency, and increased STAAR Reading Meets/Masters rates. **Staff Responsible for Monitoring:** Principal, PLC leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				599

 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 2026, the percentage of 5th grade students performing at Meets on the Science STAAR will increase from 28% (2025) to 38% (2026).

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

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, leadership **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				600

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate scientific concepts using district-approved resources. **Strategy's Expected Result/Impact:** Increase in student engagement; build background knowledge in science **Staff Responsible for Monitoring:** teachers, leadership **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: In 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. **Strategy's Expected Result/Impact:** Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				601

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Provide STAAR prep camps and targeted tutoring during spring semester for students performing below Approaches in key science strands. **Strategy's Expected Result/Impact:** Students will strengthen mastery of targeted TEKS, improve confidence in applying science concepts, and increase their STAAR Science achievement levels. **Staff Responsible for Monitoring:** Principal, Science Lead Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

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.

Performance Objective 1: By May 2026, the percentage of K-2 students meeting or exceeding their MAP Growth RIT goals in Reading will increase from approximately 45% (2025) to 55% (2026).

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 Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement daily guided reading and phonics interventions with progress monitoring every two weeks. **Strategy's Expected Result/Impact:** Students will strengthen foundational reading and decoding skills, leading to improved reading fluency, comprehension, and vocabulary. Progress monitoring will show consistent movement toward grade-level expectations, with more students meeting MAP Growth RIT goals and increasing their likelihood of achieving Meets Grade Level on STAAR Reading in later grades. **Staff Responsible for Monitoring:** Principal, Grade-Level PLC Leads **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				602

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Opportunity Culture will be used on campus. Four MCLs 2nd reading, 3rd math, 4th reading and 5th grade math will lead grade-level PLCs and coach teachers using the district coaching framework. **Strategy's Expected Result/Impact:** All teachers will receive coaching using the district protocol and high-quality PLCs. **Staff Responsible for Monitoring:** Principal, Opportunity Culture Department **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title One School-wide - $24,000				

No Progress Accomplished Continue/Modify Discontinue

603

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

Performance Objective 2: By May 2026, the percentage of 3rd grade students performing at Meets on Reading STAAR will increase from 34% (2025) to 42% (2026).

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide targeted Tier 2/3 reading interventions based on STAAR-aligned checkpoints and small-group instruction. Tier 2/3 students will be targeted across all grade levels. Three times a week for 20 minutes tier 1 and 5 times a week for for 30 minutes tier 3 students. **Strategy's Expected Result/Impact:** Students receiving Tier 2/3 reading interventions will show measurable improvement in comprehension, fluency, and vocabulary, as evidenced by bi-weekly progress monitoring, MAP Growth results, and increased percentages of students moving from Approaches to Meets on STAAR Reading. **Staff Responsible for Monitoring:** Principal, MCL, and Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				604

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Host family literacy events each semester to build home-school connections and support reading growth outside the classroom two times per semester. **Strategy's Expected Result/Impact:** Families will gain strategies and resources to support reading growth at home. Increased family engagement will contribute to improved student reading fluency, comprehension, and vocabulary, as measured by progress monitoring, MAP Growth data, and an increase in the percentage of students meeting grade-level reading goals. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

605

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

Performance Objective 3: By May 2026, the percentage of K-2 bilingual students exceeding their MAP Reading (Spanish) RIT goal will increase from 21% in Spring 2025 to 30% in Spring 2026.

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 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide professional development for bilingual teachers on evidence-based literacy strategies and progress monitoring tools for Spanish literacy growth. **Strategy's Expected Result/Impact:** Greater instructional consistency across bilingual classrooms, resulting in higher student engagement and improved MAP Reading (Spanish) growth rates. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.53, 2.531, 2.534				606

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement bi-weekly progress monitoring to adjust instruction and interventions. **Strategy's Expected Result/Impact:** More timely instructional adjustments leading to accelerated reading growth and reduced achievement gaps between bilingual and non-bilingual students. **Staff Responsible for Monitoring:** MCL, Grade level lead, principal **Title I:** 2.51, 2.53				

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 91% by May 2029.

Performance Objective 1: Panorama data in School Connectedness will increase from 53% to 63% by May 2026.

Evaluation Data Sources: Attendance Data, Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Psycho-social barriers for students struggling with attendance and academic progress will be removed. **Staff Responsible for Monitoring:** CIS Coordinator, Counselors, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

607

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS. **Strategy's Expected Result/Impact:** Panorama data for the question related to belonging at school will increase from 62% to 75%. **Staff Responsible for Monitoring:** Teachers; Leadership **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning. **Strategy's Expected Result/Impact:** Increase in student connectedness. **Staff Responsible for Monitoring:** Principal and Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline E Course and books - Title One School-wide - $1,600				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Staff will participate in iLead Transformation Tables at weekly staff meetings. **Strategy's Expected Result/Impact:** Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% t0 70%; school climate will increase from 65% to 80%; **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				608

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 91% by May 2029.

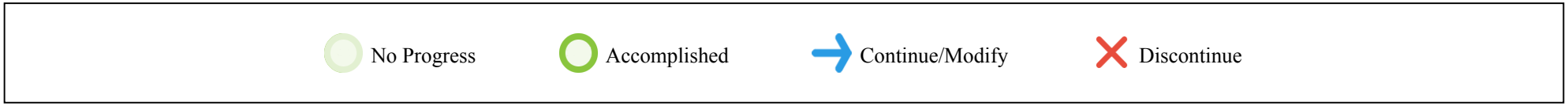
Performance Objective 2: Student Panorama data for Self-Efficacy will increase from 46% to 54% by May 2026.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. **Strategy's Expected Result/Impact:** Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Teachers; Leadership **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A mentoring program will be developed and used for students with challenging behaviors. **Strategy's Expected Result/Impact:** Improved self-esteem, role-modeling; behavioral improvements **Staff Responsible for Monitoring:** AP, mentors, Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. **Strategy's Expected Result/Impact:** Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. **Staff Responsible for Monitoring:** Teachers, CIS, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



610

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

Performance Objective 3: By May 2026, Dowling Elementary will reduce total discipline referrals by 15% from 47 incidents (2025) to 40 incidents or fewer as measured by discipline reports.

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

Evaluation Data Sources: PEIMS Discipline Data Submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Emergent Tree behavior framework to strengthen Tier 1 supports campus wide. Train all staff in proactive classroom management, clear behavior expectations, and consistent reinforcement strategies. Integrate daily SEL and PBIS lessons aligned with the Emergent Tree model. **Strategy's Expected Result/Impact:** Increased consistency in behavior expectations across classrooms, reduced low-level disruptions, and fewer discretionary discipline referrals. **Staff Responsible for Monitoring:** Principal, Counselor, Emergent Tree Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				611

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Train staff in restorative conversations and use reflection circles to address conflicts and repair relationships. Provide structured follow-up to prevent repeat incidents. Frequency: After each relevant incident **Strategy's Expected Result/Impact:** Reduction in repeated behavior referrals, stronger relationships between staff and students, and improved school climate indicators. **Staff Responsible for Monitoring:** Principal, Counselor, Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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 91% by May 2029.

Performance Objective 4: By May 2026, Dowling Elementary will increase the average daily attendance rate from 93.9% to 95%

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

Evaluation Data Sources: PEIMS Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Review attendance data weekly to identify students trending toward chronic absenteeism. Make early contact with families through phone calls, conferences, and home visits, and connect them with needed resources. **Strategy's Expected Result/Impact:** Earlier interventions will reduce chronic absenteeism and increase the percentage of students attending 95% or more of instructional days. **Staff Responsible for Monitoring:** Principal, Clerk, Counselor and CIS representative **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				612

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement monthly and semester attendance challenges with recognition for students and classes meeting attendance goals (e.g., certificates, special activities, school-wide recognition). **Strategy's Expected Result/Impact:** Increased student motivation to attend daily, contributing to improved average daily attendance and fewer chronic absences. **Staff Responsible for Monitoring:** Principal, Clerk, Counselor and CIS representative **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Evaluation Data Sources: By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies. **Strategy's Expected Result/Impact:** Increased teacher awareness and collaboration around AVID best practices, leading to more consistent use of WICOR strategies across classrooms. Teachers will feel recognized for their instructional efforts, which will strengthen campus-wide AVID implementation fidelity. **Staff Responsible for Monitoring:** AVID Site Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				613

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. **Strategy's Expected Result/Impact:** 100% of classrooms will use AVID strategies Documentation will be collected monthly **Staff Responsible for Monitoring:** AVID Site Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, increase retention of classroom teachers to at least 90% from the district average of 76%, as confirmed through state accountability reports.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured mentoring program pairing new and early-career teachers with experienced teacher leaders. Provide on-boarding, classroom management coaching, and regular check-ins during the first two years. **Strategy's Expected Result/Impact:** Improved teacher satisfaction and retention, particularly for first- and second-year teachers. **Staff Responsible for Monitoring:** Principal, Mentor Teacher Lead **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				614

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement staff recognition programs, collaborative decision-making opportunities, and wellness initiatives to strengthen morale. Include regular climate feedback sessions to address concerns early. Frequency: Recognition events monthly; climate checks quarterly. **Strategy's Expected Result/Impact:** Higher teacher satisfaction ratings and reduced turnover. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, at least 90% of teachers will earn Proficient or above on TTESS Domains 2.1 (Achieving Expectations) and 2.2 (Content Knowledge).

Evaluation Data Sources: Eduphoria, Strive

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monitor MCL/grade level lead coaching cycles focused on lesson design, TEKS alignment, and student engagement strategies. Use walkthrough data to provide actionable feedback aligned to TTESS Domains 2.1 and 2.2. **Strategy's Expected Result/Impact:** Teachers consistently deliver rigorous, standards-aligned lessons, improving TTESS ratings in targeted domains. **Staff Responsible for Monitoring:** Principal/ILT **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				615

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Facilitate structured learning walks where teachers visit one anthers classrooms to observe instructional strategies aligned to TTESS Domains 2.1 and 2.2. Follow each observation with a guided reflection session to share best practices and identify areas for growth once a month. **Strategy's Expected Result/Impact:** Increased teacher collaboration, shared ownership of instructional improvement, and stronger alignment to TTESS expectations, resulting in more teachers scoring Proficient or above. **Staff Responsible for Monitoring:** Principal, team leads, MCL's **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Panorama Sense of Belonging will increase from 54% to 62%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. **Strategy's Expected Result/Impact:** Improved trust and consistent adult connections for students most at risk of disengagement. **Staff Responsible for Monitoring:** Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in grades 3-5 will complete a brief SEL reflection journal at the end of each project-based or hands-on learning activity. Prompts will ask students to rate their teamwork, describe how they contributed, and reflect on how they felt connected to their group. **Strategy's Expected Result/Impact:** Increased student awareness of collaboration and connectedness. Data from journals will be reviewed monthly to monitor growth in positive peer interactions and sense of belonging. **Staff Responsible for Monitoring:** Classroom Teachers, MTSS team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, Panorama Engagement will increase from 46% to 55%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement at least one project-based or hands-on learning unit per semester in each grade level. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, collaboration, and problem-solving skills through active participation in project-based and hands-on learning activities. These instructional approaches will lead to deeper understanding of content, higher student motivation, and improved performance on classroom assessments and Panorama Engagement survey indicators. **Staff Responsible for Monitoring:** Principal/ILT **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				617

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a short, weekly student engagement survey (1-3 quick questions) where students rate their interest and participation in class activities. Teachers will review results to adjust lessons and incorporate more student-driven, high-interest learning opportunities. **Strategy's Expected Result/Impact:** Increased relevance and variety in instruction based on student feedback, leading to higher participation and an improvement in Panorama Engagement scores from 46% to 55%. **Staff Responsible for Monitoring:** Classroom Teachers, Principal, Team Leads. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2026, the percentage of students who report feeling connected to peers and adults at Dowling Elementary will increase from 63% in Spring 2025 to 70%, as measured by the Panorama School Connectedness survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand classroom morning meetings and restorative circles to all grade levels, embedding structured time for peer-to-peer relationship building and social-emotional learning at least twice per week. **Strategy's Expected Result/Impact:** Increased student-to-student connection, improved classroom climate, and higher engagement as measured by Panorama peer relationship indicators and improved attendance. **Staff Responsible for Monitoring:** Teachers, ILT, Admin **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				618

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Host a monthly "Lunch with the Principal" for randomly selected students from each grade level, ensuring representation across all subgroups. Students will have the opportunity to share ideas, discuss concerns, and celebrate successes in an informal, supportive setting. **Strategy's Expected Result/Impact:** Strengthens relationships between students and campus leadership, builds trust, increases students' sense of belonging, and is expected to raise Panorama "School Connectedness" scores -- especially in the areas of teacher-student relationships and feeling valued at school. **Staff Responsible for Monitoring:** Principal/Teachers/Secretary **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ector Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

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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, 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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				621

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				622

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				623

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

No Progress Accomplished Continue/Modify Discontinue

624

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				625

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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

626

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				627

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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

628

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				629

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
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No Progress Accomplished Continue/Modify Discontinue

630

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				631

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				632

 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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				633

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				634

 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.

635

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

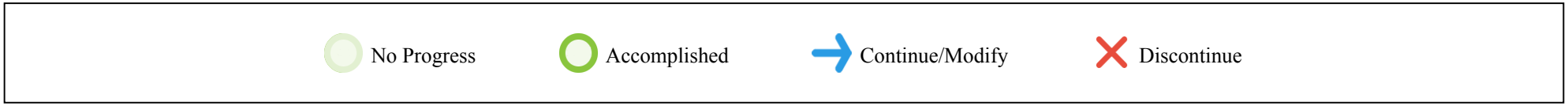
Performance Objective 1: Student daily attendance will increase from 92.5% to 95%.

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				636

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				



637

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				638

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				639

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ector College Prep AVID students will maintain college and career portfolios, including academic goals, reflections, and post-secondary interests. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				640

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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

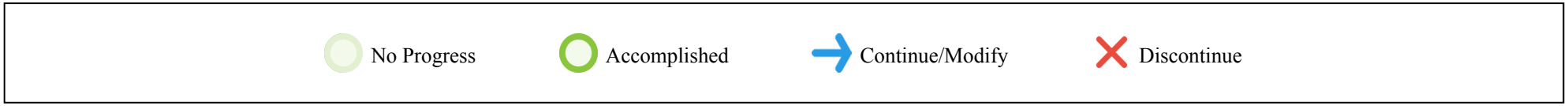
Board Goal 4: Classroom Excellence

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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				641

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				



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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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				643

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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				644

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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			
	Formative			Summative
	Oct	Jan	Mar	May
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				

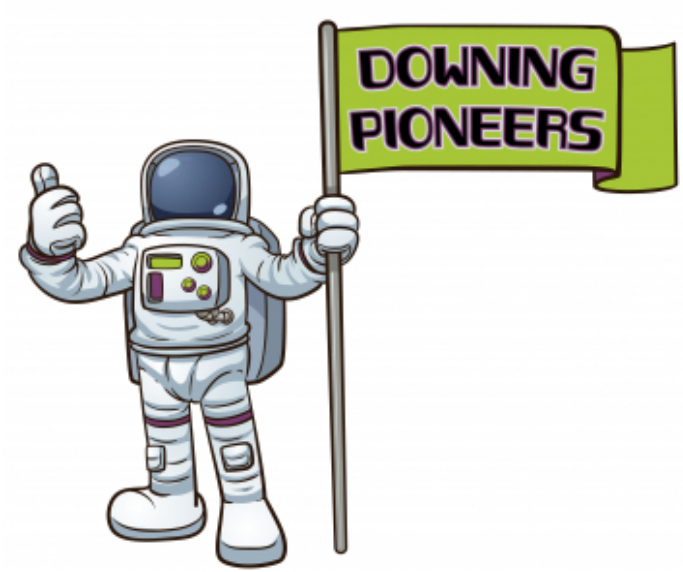
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ector will create student-led committees and feedback forums (e.g., student advisory council, campus suggestion box, monthly principal roundtables) to increase student voice, involvement in school improvement, and ownership 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				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Edward K. Downing Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Our mission at EKD is to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of well-being and acquisition of new academic skills.

Vision

Our vision at EKD is to help develop the leaders of tomorrow. Provide academic excellence, and prepare our students for post-secondary education. We will accomplish this by using innovative ideas, technology, and a rigorous academic environment in which each student will reach their maximum potential as our journey starts today.

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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 of 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 21% to 41%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Lesson Plans and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
MAPs
Checkpoints

649

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and closing student gaps in reading and math. **Staff Responsible for Monitoring:** Classroom teachers, campus administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** tutoring - Title One School-wide - $30,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

650

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.

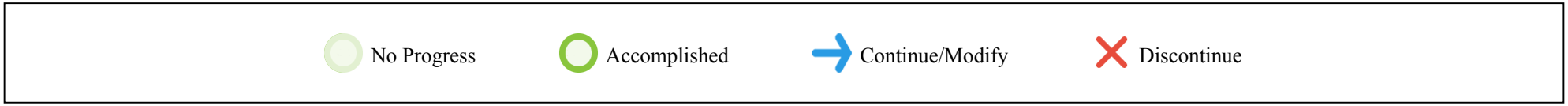
Performance Objective 2: By May of 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 21% to 41%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
On-going coaching for all staff
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 3rd-5th grade teachers will be coached by the Reading specialist and Multi-classroom leaders on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. **Strategy's Expected Result/Impact:** The Multi-classroom leaders and Reading specialist will support the classroom teacher in improving classroom practices which will lead to student improvement **Staff Responsible for Monitoring:** Administrators, Multi-classroom leaders, and Reading Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 3rd - 5th grade teachers will monitor student progress and set student goals after every checkpoint. **Strategy's Expected Result/Impact:** Targeted reading intervention and reading fluency will improve. **Staff Responsible for Monitoring:** Administrators, multi-classroom leaders and Reading specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				



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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.

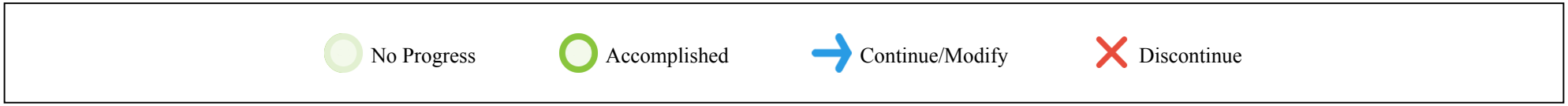
Performance Objective 3: By May 2026, the percentage of 5th Grade students performing at the MEETS level on Science STAAR will increase from 14% to 34%.

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

Evaluation Data Sources: Lesson plans
Walk-through and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Science Instruction Through Hands-On Learning and Aligned Resources **Strategy's Expected Result/Impact:** Teachers will be provided targeted professional development on 5th grade Science standards, instructional strategies for inquiry-based learning, and use of district-adopted resources. **Staff Responsible for Monitoring:** Administrators, Curriculum and Instruction Department support staff **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				653

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use Data-Driven Interventions and Progress Monitoring **Strategy's Expected Result/Impact:** Teacher will track progress using data meetings every 6-9 weeks to adjust instruction and interventions **Staff Responsible for Monitoring:** Administrators, teachers, curriculum and Instruction support **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



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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.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their Reading RIT goal will increase from 34% to 54%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, BOY, MOY and EOY scores
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes (data)
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: According to the MAP Reading Growth Assessment, the number of the students in k-3 meeting or exceeding their growth goals will increase from 12% to 32%. **Strategy's Expected Result/Impact:** The percentage of students K-3 reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom leaders, teachers and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				655

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With the Multi-classroom leaders, Reach Associates and added Opportunity Culture team members, more teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math. **Strategy's Expected Result/Impact:** The percentage of students growth K-3 will improve in both reading and math. **Staff Responsible for Monitoring:** Teachers Multi-classroom Leaders Reach Associates/Teacher residents Master Team Reach Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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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.

Performance Objective 2: The percentage of K-3 students will show growth from 51% to 61% on their Reading Map Assessment.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: BOY, MOY, EOY MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Foundational Literacy Instruction in grades K-3 by implementing daily structured phonics and phonemic awareness lessons using evidence-based resources. **Strategy's Expected Result/Impact:** The percentage of students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				657

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted Interventions and Progress Monitoring by using MAP Reading data, running records, and classroom assessments to identify students at risk and provide targeted small-group or one-on-one interventions. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students are still needing intervention. **Staff Responsible for Monitoring:** Multi-classroom leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 37%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Data
Check Points
BOY, MOY, EOY, MAP data
Lesson Plans
Walk-through and feedback
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff

Strategy 1 Details	Reviews			658
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** Multi-classroom leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided during and /or after school. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Reading and Bilingual Specialists will support teachers and students by modeling best practices, analyzing data, and assisting with lesson planning to ensure instruction is rigorous and aligned to state standards. **Strategy's Expected Result/Impact:** Teachers will review student progress through regular data meetings and adjust instruction accordingly. **Staff Responsible for Monitoring:** Reading and Bilingual Specialists, teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				659

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade Math STAAR performance declined in all performance levels (Approaches, Meets, and Masters), with only 40% of students at Approaches compared to 48% the prior year. **Root Cause**: Tier 1 math instruction and small-group interventions lack the rigor, differentiation, and targeted supports necessary to address students' foundational skill gaps and move them toward grade-level expectations.

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: School Connectedness panorama data will increase from 46% to 66%.

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

Evaluation Data Sources: panorama survey spring 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Student-Teacher and Peer Relationships by implementing weekly classroom community circles or morning meetings to build trust, promote student voice, and strengthen relationships. **Strategy's Expected Result/Impact:** Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons. **Staff Responsible for Monitoring:** Administrators, teachers, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				660

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increase Student Engagement in Campus Activities by expanding extracurricular opportunities such as clubs, student leadership groups, and mentoring programs to ensure all students feel connected to school. **Strategy's Expected Result/Impact:** by tracking student participation in activities and gathering feedback will ensure equitable access for all students and create a sense of belonging to the school community. **Staff Responsible for Monitoring:** Teachers, Administrators, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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 2: Student daily attendance will increase from 92.9% to 95%.

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Attendance Monitoring and Parent Communication by implementing a systematic attendance monitoring process with daily reviews and weekly reports to identify students with chronic absences. **Strategy's Expected Result/Impact:** Communication will promptly be shared with parents through phone calls, letters, and conferences to address attendance concerns and provide resources for support. We will recognize and celebrate improved attendance through positive communication and family engagement. **Staff Responsible for Monitoring:** Administrators, teachers, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				661

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incentivize and Support Student Attendance by establish campus-wide attendance incentives such as weekly recognition, monthly rewards, and classroom competitions to encourage consistent attendance. **Strategy's Expected Result/Impact:** Increased parent awareness and accountability will lead to earlier interventions for students with attendance concerns, reducing chronic absenteeism and improving overall attendance rates. **Staff Responsible for Monitoring:** Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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: Exclusionary disciplinary infractions will decrease from 34% to 24%.

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

Evaluation Data Sources: Discipline SQL reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Restorative Practices and Social-Emotional Learning (SEL) **Strategy's Expected Result/Impact:** Increased use of restorative approaches will reduce the need for exclusionary discipline, improve student-teacher relationships, and create a more positive school climate. **Staff Responsible for Monitoring:** Teachers, Administration, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				662

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Behavior Interventions and Support Systems by establish a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework with clear expectations, consistent consequences, and positive reinforcement. **Strategy's Expected Result/Impact:** Consistent implementation of proactive supports will decrease disciplinary infractions, keep students engaged in instruction, and promote equity in behavior management. **Staff Responsible for Monitoring:** Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: EKD will improve the implementation of TEK-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects by May 2026.

Evaluation Data Sources: Learning walk documentation, STAAR, Checkpoints, MAPS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science. **Strategy's Expected Result/Impact:** 100% of students will have access to high-quality instructional materials for tier 1 instruction. **Staff Responsible for Monitoring:** Administrators, teachers, multi-classroom leaders, Bilingual, Math and Reading Specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3				663

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Curriculum and Instruction will provide support in the DDI and backwards planning process through PLC support and professional development. **Strategy's Expected Result/Impact:** Improved tier 1 instruction and intentional and targeted backwards planning based on student needs and data. **Staff Responsible for Monitoring:** Teachers, Administrators, Multi-Classroom Leaders, Content specialist, Curriculum and Instructional support **TEA Priorities:** 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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Reading and Math performance showed declines or minimal growth across all performance levels, with Reading at 48% Approaches (down 3%) and Math at 44% Approaches (down 8%), indicating a lack of sustained academic progress. **Root Cause**: Inconsistent implementation of data-driven instructional practices and limited ongoing support for teachers in delivering effective reading and math interventions have contributed to low student growth and achievement.
Problem Statement 3: Although 4th grade Reading and Math STAAR scores showed year-over-year growth, overall performance remains low, with fewer than 55% of students meeting Approaches and less than a quarter of students reaching Meets or Masters. **Root Cause**: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress beyond the Approaches level to Meets and Masters.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase percentage of student passing 5th grade STAAR Reading test from 48% to 68% by May 2026.

Evaluation Data Sources: Checkpoints, BOY, MOY, EOY MAPS, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Collaborate with Curriculum and Instruction to see which students are not meeting their objectives each 9 weeks. **Strategy's Expected Result/Impact:** To improve student outcomes and fill academic learning gaps. **Staff Responsible for Monitoring:** Teachers, administrators, Multi-classroom leaders, content specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Reading Instruction through targeted Small-Group Support and Data-Driven Practices. **Strategy's Expected Result/Impact:** By using MAP Reading, benchmarks, and classroom assessments we will be able to identify student gaps and provide differentiated small-group instruction focused on comprehension, vocabulary development, and critical thinking. **Staff Responsible for Monitoring:** Teachers, Administrators, Multi-Classroom Leaders, Content specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: 5th grade STAAR Reading and Math performance showed declines or minimal growth across all performance levels, with Reading at 48% Approaches (down 3%) and Math at 44% Approaches (down 8%), indicating a lack of sustained academic progress. **Root Cause**: Inconsistent implementation of data-driven instructional practices and limited ongoing support for teachers in delivering effective reading and math interventions have contributed to low student growth and achievement.

Problem Statement 3: Although 4th grade Reading and Math STAAR scores showed year-over-year growth, overall performance remains low, with fewer than 55% of students meeting Approaches and less than a quarter of students reaching Meets or Masters. **Root Cause**: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress beyond the Approaches level to Meets and Masters.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase attendance rate from 92.9% to 95% for all students by May of 2026.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences. **Strategy's Expected Result/Impact:** To improve family awareness and earlier interventions will reduce chronic absenteeism, resulting in more students attending regularly and contributing to reaching the 95% attendance goal. **Staff Responsible for Monitoring:** Administrators, teachers, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

667

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incentivize and Support Student Attendance by implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits. **Strategy's Expected Result/Impact:** Incentives and wraparound supports will encourage students to attend consistently, strengthen a positive school culture around attendance, and drive progress toward the 95% target. **Staff Responsible for Monitoring:** Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: EKD will provide a safe and supportive environment by May 2026.

Evaluation Data Sources: Safeschools training, Threat Assessment reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of campus staff will complete awareness trainings about child abuse and preventative measures. **Strategy's Expected Result/Impact:** Campus staff will have awareness to provide a more supportive environment for students **Staff Responsible for Monitoring:** Teachers, Administrators and Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			668
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: School staff will receive Trauma and Grief Informed Classroom and Educator Wellness training from the Counselor. **Strategy's Expected Result/Impact:** To create a more supportive and collaborative environment for all students. **Staff Responsible for Monitoring:** Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase student connectedness from 46% to 66% on the Panorama Survey by Spring 2026.

Evaluation Data Sources: Spring Panorama Survey 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Build Stronger Classroom Communities by providing staff training on relationship-building, Social-Emotional Learning (SEL), and culturally responsive practices. **Strategy's Expected Result/Impact:** Students will feel more valued, supported, and connected to their teachers and peers, leading to stronger relationships and higher connectedness scores on the Panorama Survey. **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Expand Student Voice and Engagement Opportunities by creating opportunities for students to participate in decision-making through student leadership groups, and feedback surveys. **Strategy's Expected Result/Impact:** Students will develop a sense of ownership and belonging within the school community, resulting in higher engagement and an increase in overall connectedness from 46% to 66%. **Staff Responsible for Monitoring:** Teachers, Administrators, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: EKD will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects K-5.

Evaluation Data Sources: STAAR, BOY, MOY and EOY MAPS, Checkpoints, Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Curriculum and Instruction will align grade level TEKS for K-5 to ensure grade-level rigorous instruction **Strategy's Expected Result/Impact:** Increase student engagement, improved quality of student work and readiness for success beyond the classroom. **Staff Responsible for Monitoring:** Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				670

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a School-Wide Framework for Rigorous Instruction and High Expectations aligned to TEKS and the district curriculum. **Strategy's Expected Result/Impact:** Teachers will deliver more rigorous, engaging lessons with clear expectations, leading to greater student ownership of learning and a stronger academic culture across the campus. **Staff Responsible for Monitoring:** Teachers, Administrators, Multi-Classroom Leaders, Content Specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

G.E."Buddy" West Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Campus: To create a dedicated, determined, dependable, disciplined learning community.

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

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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 of 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 36% to 41%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: informal assessments, checkpoints, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations. **Strategy's Expected Result/Impact:** growth in the student's individual learning pathway **Staff Responsible for Monitoring:** teacher, MCL, reading specialist and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. **Strategy's Expected Result/Impact:** Teachers will use data to make informed instructional decisions to target individualized instruction. **Staff Responsible for Monitoring:** MCLs and leadership team **Title I:** 2.52, 2.534 **- 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

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Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math. **Root Cause**: Students lack the foundational number sense skills from K-2.

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 of 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 36% to 41%.

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

Evaluation Data Sources: informal assessments, checkpoints, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations. **Strategy's Expected Result/Impact:** growth in student's math individual pathway **Staff Responsible for Monitoring:** teachers, MCLs and administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				676

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. **Strategy's Expected Result/Impact:** Teachers will use data to make informed instructional decisions to target individualized instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade resulting in foundational gaps in decoding and word recognition that hinder fluency an comprehension in higher grades.

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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 of 2026, the percentage of 5th grade students performing at MEETS level on Science STAAR will increase from 6 % to 15%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: informal assessments, check-points and MOY benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement small group data driven science instruction during the Blended Learning rotations. **Strategy's Expected Result/Impact:** growth in student's individual goal. **Staff Responsible for Monitoring:** teachers, MCLs, and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				678

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. **Strategy's Expected Result/Impact:** Teachers will use data to make informed instructional decisions to target individualized instruction. **Staff Responsible for Monitoring:** teachers, MCLs, and administrators **Title I:** 2.51, 2.52				

 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.

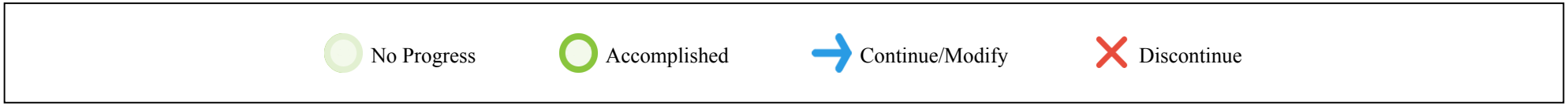
Performance Objective 1: The percentage of students in K-3 achieving or exceeding their Reading RIT goal will increase from 59% to 65%.

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: informal assessments, checkpoints, and MAP.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students. **Strategy's Expected Result/Impact:** By aligning instruction directly to RIT band skills and monitoring progress frequently, teachers can target exactly what each student needs to meet or exceed their reading RIT goal. **Staff Responsible for Monitoring:** teachers, MCLs and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				679

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will integrate daily structured literacy routines focused on phonemic awareness, phonics, and vocabulary development, supported by digital adaptive tools (Istation and Iready) that align to students' RIT bands. **Strategy's Expected Result/Impact:** Students will strengthen foundational reading skills in phonemic awareness, decoding, and vocabulary. Consistent and targeted skill practice will accelerate growth for students across all performance levels, especially those just below their projected RIT target. **Staff Responsible for Monitoring:** teachers, MCLs and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				



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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.

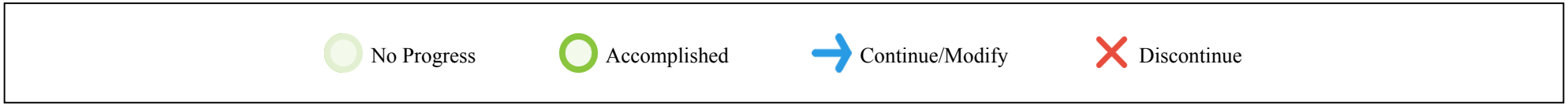
Performance Objective 2: The percentage of students in K-3 will show growth from 56% to 61% on their Reading MAP Assessment.

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: informal assessments, SCA, and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students. **Strategy's Expected Result/Impact:** By aligning instruction directly to RIT band skills and monitoring progress frequently, teachers can target exactly what each student needs to meet or exceed their reading growth goal. **Staff Responsible for Monitoring:** teachers, MCLs and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				681

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCL coaches and campus administrators will conduct regular classroom walk-throughs and co-observation cycles to monitor the implementation of daily structured literacy routines and small-group reading instruction, providing real-time feedback and modeling as needed to ensure fidelity to NWEA MAP Learning Continuum-aligned practices. **Strategy's Expected Result/Impact:** Consistent monitoring and coaching support from MCL leaders and administrators will ensure high-fidelity implementation of structured literacy and targeted small-group reading instruction. This alignment of leadership oversight, teacher practice, and data-driven adjustments will lead to improved instructional quality, stronger foundational reading skills, **Staff Responsible for Monitoring:** MCLs and administrators, including Reading Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				



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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.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 38% to 43%.

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: check-points, informal evaluations, aggressive monitoring, benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will leverage blended learning rotations and incorporate AVID/WICOR strategies to strengthen critical reading skills. Teachers will use STAAR item analysis to identify specific TEKS where students just below MEETS need improvement. **Strategy's Expected Result/Impact:** blended learning rotations will target skill gaps and Teacher-led small group will focus on TEKS-aligned reading strategies for rigor at the MEETS level. **Staff Responsible for Monitoring:** teachers, MCLs and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				683

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCL coaches will model lessons that integrate WICOR strategies for deeper comprehension (e.g., Socratic seminars, inquiry-based discussions). Coaches will conduct short weekly data reviews with teachers to adjust groups and instructional focus. **Strategy's Expected Result/Impact:** Increased teacher implementation of AVID/WICOR strategies will lead to improved student engagement, deeper comprehension of complex texts, and more consistent use of academic language. Ongoing weekly data reviews will ensure instructional groups and lesson focus are responsive to student needs, resulting in targeted support for students approaching the MEETS level. **Staff Responsible for Monitoring:** teachers, MCLs and administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Current STAAR data indicates that a significant percentage of students are not meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. **Root Cause**: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth and rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.

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: School Connectedness Panorama Data will increase from 56% to 65%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buddy West will implement a campus-wide Morning Meeting and Routine to strengthen relationships and build a positive classroom community (All K-5 classrooms start the day with a 5-10 minute Morning Meeting that has a greeting, share time, short community-building activity, and a positive message). **Strategy's Expected Result/Impact:** Daily intentional relationship-building will foster stronger peer and teacher-student connections, making students feel more supported, valued, and safe at school, resulting in increased School Connectedness scores on Panorama. **Staff Responsible for Monitoring:** teachers and administrators and School Counselor **Title I:** 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				685

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Buddy West will launch a Student Voice & Leadership Initiative to increase student ownership and participation in school culture (Student Leadership Council with representation from each grade to give feedback on school climate and plan student-led activities and a quarterly "Principal Listening Sessions" with small groups of students to gather input and respond to concerns). **Strategy's Expected Result/Impact:** Empowering students with leadership roles and opportunities to share their voices will strengthen their sense of belonging, ownership, and pride in the school community, leading to increased School Connectedness scores on Panorama. **Staff Responsible for Monitoring:** teachers and administrators, School Counselor **Title I:** 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: 56% of Students believe that adults and peers care about their learning and about them, as measured by the Panorama survey goal. **Root Cause**: Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff and a lack of structured opportunities for students to build meaningful connections with others.

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: Student daily attendance will increase from 92.4% to 95%.

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

Evaluation Data Sources: daily attendance reports and tardies monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Office staff will monitor student attendance and implement a Tiered Attendance Intervention System with Early Family Outreach. **Strategy's Expected Result/Impact:** Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%. **Staff Responsible for Monitoring:** office staff (attendance clerk, registrar), counselor, Communities in School and administrators **Title I:** 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				687

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Launch a Campus-Wide Attendance Incentive Program to Promote a "Every Day Counts" Culture. **Strategy's Expected Result/Impact:** A consistent and visible emphasis on attendance will motivate students and families to prioritize daily school attendance, helping to reach the goal of 95%. **Staff Responsible for Monitoring:** Office staff, teachers, Communities in School and administrators, counselors **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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: Exclusionary disciplinary infractions will decrease from 6% to 2%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Discipline Action student reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Tiered Positive Behavioral Interventions and Supports (PBIS) Framework Across the Campus (CHAMPS). **Strategy's Expected Result/Impact:** Consistent teaching, reinforcement, and support for positive behavior will decrease the frequency of behaviors leading to exclusionary discipline, moving the rate from 6% to 2%. **Staff Responsible for Monitoring:** teachers, Communities in school, counselor, and administrators **Title I:** 2.53, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				688

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement Restorative Practices to Address Behavior Incidents and Repair Harm. **Strategy's Expected Result/Impact:** By focusing on repairing relationships instead of removing students from learning environments, restorative practices will address root causes of misbehavior, improve student-teacher trust, and lower exclusionary disciplinary incidents to 2%. **Staff Responsible for Monitoring:** office staff, communities in school, teachers, counselors and administrators **Title I:** 2.531, 2.532 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Buddy West will increase teacher retention from 73.5% to 80% in 2025-2026.

Evaluation Data Sources: staff retention rate report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Support the Comprehensive Teacher Mentorship program from the district and implement a Coaching Program to Support New and Early-Career Teachers from within the campus. **Strategy's Expected Result/Impact:** By providing structured support, professional guidance, and a safe space to problem-solve, new teachers will feel more confident and connected to the campus, increasing the likelihood they remain at Buddy West. **Staff Responsible for Monitoring:** administrators, coaches and MCLs. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				689

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Teacher Recognition, Wellness, and Voice to Build a Positive, Supportive Work Environment (Implement a monthly teacher recognition program ("Shout-Out Board," Teacher of the Month, social media highlights). **Strategy's Expected Result/Impact:** Teachers will feel valued, heard, and supported both professionally and personally, leading to higher job satisfaction and increased retention from 73.5% to 80% in 2025-2026. **Staff Responsible for Monitoring:** administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25. **Root Cause**: Staffing changes and aspirations in career advancements within or outside of education.

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Board Goal 4: Classroom Excellence

Performance Objective 2: Buddy West will increase academic achievement in core content areas by at least 5% on state and district assessments by 2025-2026 school year.

Evaluation Data Sources: evaluations, check-points, benchmarks, individual student pathways

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop a short observation checklist focusing on key components: targeted small-group instruction, structured literacy routines, use of RIT-band resources, and student engagement. **Strategy's Expected Result/Impact:** Ongoing weekly obervation checklist reviews will ensure instructional groups and lesson focus are responsive to student needs, resulting in targeted support for students approaching the MEETS level. **Staff Responsible for Monitoring:** teachers, coaches, MCLs and administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				691

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Staff perception of campus culture and collaboration (Panorama Survey) will increase from 72% to 80% by May 2026.

Evaluation Data Sources: Panorama survey and teacher/student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Cross-Grade Professional Learning Communities (PLCs) Focused on Collaboration and Innovation. **Strategy's Expected Result/Impact:** Staff will feel more connected, valued, and invested in the school's vision, resulting in stronger collaboration and higher morale. **Staff Responsible for Monitoring:** administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			692
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a Campus "Culture of Excellence" Recognition System (Develop monthly awards for both instructional and non-instructional staff highlighting excellence in teaching, collaboration, and innovation. Share recognitions publicly during staff meetings, newsletters, and social media.) **Strategy's Expected Result/Impact:** Staff will feel more connected, valued, and invested in the school's vision, resulting in stronger collaboration and higher morale. **Staff Responsible for Monitoring:** administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25. **Root Cause**: Staffing changes and aspirations in career advancements within or outside of education.

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Board Goal 5: Culture of Excellence

Performance Objective 2: Parent and community perception of Buddy West as a high-performing, student-centered campus will increase from 78% to 85% (Panorama Survey) by May 2026.

Evaluation Data Sources: Panorama survey and parent/community surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Host Quarterly "Showcase of Excellence" Events Featuring Student Learning and Achievements (Organize evening or daytime events where students present projects, performances, and portfolios to parents and community members. Highlight blended learning successes, AVID/WICOR strategies in action, and growth in reading/math skills.) **Strategy's Expected Result/Impact:** Parents and the community will have more visible evidence of student success and a stronger connection to the campus, reinforcing a shared belief in Buddy West's commitment to excellence. **Staff Responsible for Monitoring:** all staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				694

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Enhance Two-Way Communication Between the School and Families (Provide consistent weekly communication through newsletters, social media, and a campus app, with sections dedicated to "What Excellence Looks Like This Week.") (Offer parent learning workshops that connect to classroom strategies (e.g., inquiry-based discussions, AVID organization skills). **Strategy's Expected Result/Impact:** Parents and the community will have more visible evidence of student success and a stronger connection to the campus, reinforcing a shared belief in Buddy West's commitment to excellence. **Staff Responsible for Monitoring:** all staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Gale Pond Alamo Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Through academic excellence and Project Based Learning, we will educate the learners of today, for their world of tomorrow.

Vision

Through high quality instruction, strong relationships, and expectations for excellence, the staff at GP Alamo will empower our students with the skills needed to be the leaders of tomorrow.

Value Statement

A strong academic foundation for students is created at home and school. All stakeholders are accountable to ensure that students have the best opportunity to learn and responsible for cultivating students' love of learning. Through a strong mutual respect teachers, staff, families and students will work together to provide student with skills they need for future success.

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“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.”

- Bob Beauprez

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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, students in 3rd, 4th, and 5th grade will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 45% to 55%, 4th grade students from 46% to 56%, and 5th grade students from 58% to 68%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR, MAP, Checkpoints

698

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Staff Responsible for Monitoring:** Leadership Team, Campus Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. **Strategy's Expected Result/Impact:** Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2				

No Progress Accomplished Continue/Modify Discontinue

699

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause**: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause**: This was the first year that the new Science TEKS were tested on STAAR.

Curriculum, Instruction, and Assessment

Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause**: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.

Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. **Root Cause**: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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, students in 3rd, 4th, and 5th grade will demonstrate improved math proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 41% to 51%, 4th grade students from 48% to 58%, and 5th grade students from 62% to 72%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, MAP, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Staff Responsible for Monitoring:** Leadership Team, Campus Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of My Math Academy, iReady Math, and ST Math for students who perform below the 41st %tile. **Strategy's Expected Result/Impact:** Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall math achievement. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2				

No Progress Accomplished Continue/Modify Discontinue

701

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause**: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause**: This was the first year that the new Science TEKS were tested on STAAR.

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, students in 5th grade will demonstrate improved Science proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. 5th grade students will increase their Meets proficiency from 29% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: STAAR, MAP, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Staff Responsible for Monitoring:** Leadership Team, Campus Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3				702

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3-5 teachers will implement with fidelity the Connections Science program provided by the district. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers. **Title I:** 2.51, 2.52, 2.53 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause**: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause**: This was the first year that the new Science TEKS were tested on STAAR.
Curriculum, Instruction, and Assessment
Problem Statement 3: 11% of our GT population was at the Masters Level in Science. **Root Cause**: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

703

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

Performance Objective 1: By May 2026, students in 3rd will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 45% to 55%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, MAP, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Staff Responsible for Monitoring:** Leadership Team, Campus Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. **Strategy's Expected Result/Impact:** Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2				

No Progress Accomplished Continue/Modify Discontinue

705

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause**: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause**: This was the first year that the new Science TEKS were tested on STAAR.

Curriculum, Instruction, and Assessment

Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause**: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.

Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. **Root Cause**: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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

Performance Objective 2: By May 2026, the percentage of students K-3 achieving or exceeding their projected growth in reading will increase from 60% to 70%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, BOY / MOY MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Staff Responsible for Monitoring:** Leadership Team, Campus Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3				706

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. **Strategy's Expected Result/Impact:** Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2				

No Progress Accomplished Continue/Modify Discontinue

707

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause**: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause**: This was the first year that the new Science TEKS were tested on STAAR.
Curriculum, Instruction, and Assessment
Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause**: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.
Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. **Root Cause**: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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

Performance Objective 3: By May 2026, the conditional growth percentage of K-3 EOY MAP Reading assessment will increase from 69% to 79%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, BOY / MOP MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Staff Responsible for Monitoring:** Leadership Team, Campus Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2, 3				708

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. **Strategy's Expected Result/Impact:** Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2				

No Progress Accomplished Continue/Modify Discontinue

709

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause**: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause**: This was the first year that the new Science TEKS were tested on STAAR.

Curriculum, Instruction, and Assessment

Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. **Root Cause**: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.

Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. **Root Cause**: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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: By May 2026, the School Connectedness Indicator in Panorama will increase from 66% to 76%.

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 - 2026 Goal: 52%

Evaluation Data Sources: BOY Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers. **Title I:** 2.51, 2.52, 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				710

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: 34% of our students indicated last year that they do not feel connected to the campus. **Root Cause**: Only 48% of students report favorable levels of respect from peers. This is one of the lowest scores and suggests significant peer-to-peer relationship issues.

711

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: By May 2026, our school belonging indicator on Panorama will increase from 68% to 75%.

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 - 2026 Goal: 52%

Evaluation Data Sources: BOY Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers. **Title I:** 2.51, 2.52, 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				712

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 32% of our students indicated last year that they do not feel like they belong on our campus. **Root Cause**: The lack of belonging likely stems from insufficient relationships with caring adults, limited peer connections, exclusion from meaningful activities, and systemic barriers that particularly affect marginalized student populations.

713

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 the end of 2026, Student daily attendance will increase from 95 to 97%

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

Evaluation Data Sources: Magnet Contract, Growth Plan Meetings, Monthly Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will provide Monthly attendance updates for all staff, students, and parents. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Organization 2				714

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will do a monthly grade level attendance reward. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Organization 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Last year 8% of our student population fell into the "chronically absent" category for attendance. **Root Cause**: Since COVID student attendance has not been seen as important to families and families don't understand how loss of instruction impacts their students academically overall.

School Organization

Problem Statement 2: The RDSPD attendance is chronically low, and last year their overall attendance was 90%. **Root Cause**: Students travel from various districts around the region and also have other help issues that prevent them from coming to school regularly.

715

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: By May 2026, campus discipline referrals will decrease by 15%. (45 to 39)

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 - 2026 Goal: 52%

Evaluation Data Sources: Behavior meetings, Referral reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership will develop a behavior / referral flow chart for teachers to use when discipline needs arise. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 3				716

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Leadership will train teachers on how to manage student behavior in their classroom proactively to try to mitigate the need for referrals or admin intervention. **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 3: Many of our campus discipline referrals come from teachers who have less years of experience in the classroom or who struggle with classroom management. **Root Cause**: Teachers are no proactive in prioritizing building relationships with all students and setting / carrying out high expectations all year.

717

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, the percentage of uncertified teacher at GP Alamo will go from 85% to 90%. (3 to 2 uncertified teachers)

Evaluation Data Sources: Talent Development follow up

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Quarterly check ins with teachers who are not fully certified to get progress updates on scheduling their certification tests. **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increase communication and follow up with Talent Development on what they can do to assist our teachers in getting certified. **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

719

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 100% of our PBL trained teachers will utilize NTN blueprint with fidelity to plan grade level projects.

Evaluation Data Sources: Project Planning, Coaching Sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Purchase Blueprint licenses for all teachers. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Culture and Climate 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide coaching and training each month on utilizing the platform effectively. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 3: Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement. **Root Cause**: Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, our campus will fully implement Project Based Learning in alignment with our work with the New Tech Network by each grade level facilitating a minimum of three projects throughout the year.

Evaluation Data Sources: PBL Planning, Coaching Sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Purchase and provide ongoing training for teachers on using NTN Blueprint to build effective projects for students. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 3				721

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Continue utilizing our NTN coach to assist teachers in building their projects. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 3: Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement. **Root Cause**: Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

722

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, 100% of all staff will complete 100% of their Safe Schools courses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Share monthly reports with staff on their completion rates for Safe Schools Training Modules. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers do not complete all required annual training (Safe Schools, GT courses, etc.) **Root Cause**: Lack of time provided to teachers to complete these training during contract time.

724

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, GP Alamo will pass 100% of its weekly campus safety audits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide teachers with safety training at back to school PD to ensure that they know all safety protocols and expectations. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers , Campus Resource Officer **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Technology 1				

Strategy 2 Details	Reviews			725
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Submit work orders needed for campus safety in a timely manner and follow through to ensure they are addresses by district personnel. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers , Campus Resource Officer **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Technology 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Many of the safety features of our campus are out dated and could pose significant safety threats to our campus. **Root Cause**: The campus was built in 1948, and has structural deficits as well as lack of funding / timelines to implement upgraded safety systems.

726

Board Goal 5: Culture of Excellence

Performance Objective 3: By the end of May 2026, overall teacher attendance will improve from 94% to 96%.

Evaluation Data Sources: Smartfind / ESS monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Meet with teachers who exceed 5 absences in any semester. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				727

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide random attendance incentives to staff to increase morale and overall teacher attendance. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause**: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

728

Ector County Independent School District

Goliad Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

729

Mission Statement

Goliad Elementary is committed to preparing all students for college and life by delivering rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

Value Statement

- **Humanity.** We ensure all children feel safe, loved, and valued.
- **Perseverance.** We embrace our mistakes and encourage one another to work through challenges; we grow from success and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning.
- **Creativity.** We cultivate a learning environment where ideas come to life and imagination runs wild.
- **Accountability.** We take responsibility for our actions and decisions.

730

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731

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 of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 29 % to 35%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP MOY and EOY
I Ready Diagnostic Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. **Strategy's Expected Result/Impact:** IReady Diagnostics increasing from BOY to EOY Checkpoints Read 180 and ST math MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** 2 MCL I Positions - Title One School-wide - $30,000, Teacher Resident - Title One School-wide - $33,000, Reach Associate - Local - $33,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk student populations by implementing research-based interventions. In grades 3-5, teachers will utilize Read 180, ST Math, i-Ready, and targeted tutoring three times per week for 20-30 minutes per session. In grades K-2, teachers will implement Math Academy for 20 minutes three times per week., All instruction will align to and adhere to the ECISD Math Framework. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY Checkpoints scoring at meets level **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** After-school tutoring for math - Title One School-wide - $5,000				733

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25, only 25% of 3rd-grade students were on grade level in math. **Root Cause**: Students lack the foundational number sense skills developed in K-2, limiting their ability to apply mathematical reasoning and problem-solving strategies in more complex tasks.

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 of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 40 %.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports Bilingual Students
Diagnostic i-Ready Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in I-Ready and targeted tutoring reports for Reading **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk students by implementing Read 180, ST Math, and small-group tutoring. In grades K-3, teachers will implement small-group tutoring three times per week for 20-30 minutes per session, adhering to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** IReady lessons passed at 70% or higher (2-3 lessons a week) IReady monthly progress for Bilingual Students Checkpoint monitoring meets percentage **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Part-time tutor - Title One School-wide - $15,000, Instructional Aide - Title One School-wide - $33,000, After-school Tutoring Reading - Title One School-wide - $5,000				735

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 17% to 25 %.

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 MOY and EOY reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, strengthen TEKS knowledge through internalization of instruction, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** Growth in MAP science BOY - EOY Checkpoints monitoring meets percentage **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				736

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science will be taught daily in grades K-5 for a minimum of 30 minutes for K-2, 60 minutes for 3rd-4th, and 90 minutes for 5th grade using district-approved resources. **Strategy's Expected Result/Impact:** MAP Science growth BOY - EOY Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

737

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.
Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 45% 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: SCA
MAP MOY and EOY
Diagnostic i-Ready Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and campus leadership will refine and implement the Data-Driven Instruction (DDI) process, deepen TEKS understanding through internalization of instruction, utilize the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. **Strategy's Expected Result/Impact:** DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				738

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk students through small-group reading instruction four times per week for 20-25 minutes per group. Tutoring groups will be used to deliver focused interventions. In grades 4-5, teachers will also implement Read 180 and i Ready to strengthen literacy. **Strategy's Expected Result/Impact:** Result/Impact Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** MCLs Specialists Classroom Teachers Principal Fellow Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				739

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

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

Performance Objective 2: The percentage of First grade students will show growth from 29% to 34% on their Reading MAP Assessment.

HB3 Board Goal

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 BOY - EOY
i-Ready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will implement the campus-wide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for informational texts. Teachers will model the process, provide guided practice, and incorporate the charts as tools to support comprehension discussions and written responses. **Strategy's Expected Result/Impact:** Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. **Staff Responsible for Monitoring:** MCLs Specialists Classroom Teachers Principal Fellow Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1				740

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multi-Classroom Leaders (MCLs) and team teachers will engage in weekly 45-minute PLCs focused on analyzing student work and assessment data. These collaborative sessions will identify evidence of learning and misconceptions, and guide the planning of targeted instructional next steps to improve student achievement. **Strategy's Expected Result/Impact:** Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

741

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

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

Performance Objective 3: The percentage of 3rd-grade students performing at the meets level on their Reading STAAR Assessment will increase from 32% to 37%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
i-Ready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 3-4 will integrate writing instruction using Weekly Studies to deliver interactive lessons, model effective writing strategies, and engage students in collaborative writing activities. Weekly Studies will also be used to build background knowledge for reading and to support idea generation, organization, and peer feedback, all in alignment with grade-level writing standards. **Strategy's Expected Result/Impact:** The use of Weekly Studies will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers in grades 3-5 will incorporate chapter books into their reading instruction to provide students with extended opportunities for in-depth analysis of complex texts. These texts will be used to challenge advanced learners through exposure to higher-level vocabulary, rigorous comprehension questions, thematic analysis, and opportunities for written literary responses. **Strategy's Expected Result/Impact:** Incorporating chapter books will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				743

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.
Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

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: School Connectedness Panorama data will increase from 63% to 68%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Through the Ron Clark House System, students in grades 3-5 will participate in regular house meetings that build confidence, strengthen communication skills, and promote active listening. These meetings will provide structured opportunities for students to express their voice, engage in respectful dialogue, and encourage and support their peers. **Strategy's Expected Result/Impact:** House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. **Staff Responsible for Monitoring:** Principal House leaders **Title I:** 2.53, 2.531 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				744

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: During morning announcements, students will participate in I Matter sessions facilitated by the principal and principal fellow. These sessions will teach and reinforce techniques for emotional regulation and leadership behaviors through activities such as breathing exercises and reflection on positive quotes to promote focus, self-control, and a growth mindset. **Strategy's Expected Result/Impact:** I matter will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus. **Staff Responsible for Monitoring:** Principal Principal Fellow **Title I:** 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

745

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

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: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

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%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organizational skills two way communication between school and home **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.52, 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				746

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Rigorous lessons organizational skills Increased writing skills **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.51, 2.52, 2.53, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

747

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: Student daily attendance will increase from 92.9% to 95%.

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Truancy Form **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				748

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance. **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** CIS Teachers Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching. **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.52, 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				749

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a structured peer observation system and implement the instructional coaching cycle to ensure the consistent use of evidence-based practices across all classrooms. **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level **Staff Responsible for Monitoring:** Teachers MCLs Specialists Principal Fellow Principal **Title I:** 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

750

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase student engagement from 56% to 61%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey
Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, **Strategy's Expected Result/Impact:** Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCLs Principal Fellow Principal **Title I:** 2.51, 2.52 **Problem Statements:** School Culture and Climate 1				751

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Integrate structured opportunities for student engagement and student voice through Habits of Discussion in daily lessons to promote active participation, academic discourse, and increased engagement and ownership of learning. **Strategy's Expected Result/Impact:** Student engagement will increase MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCLs Principal Fellow Principal **Title I:** 2.51, 2.53, 2.534 **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress | Accomplished | Continue/Modify | Discontinue

752

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level. **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.
School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 55% to 60%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct daily morning meetings to strengthen classroom community, nurture positive relationships, and establish a positive tone for learning. Each meeting will include a personal greeting, opportunities for sharing, a collaborative activity, and a brief discussion of daily goals and expectations. **Strategy's Expected Result/Impact:** To foster stronger teacher-student and peer relationships, teachers will implement consistent morning meetings to create a more positive classroom climate and enhance student engagement and readiness to learn. **Staff Responsible for Monitoring:** Teachers Principals **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				753

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will foster a positive school climate by implementing intentional Social-Emotional Learning (SEL) practices -I -Lead lessons every week. **Strategy's Expected Result/Impact:** Increase in Panorama Climate data **Staff Responsible for Monitoring:** Teachers Principals **Title I:** 2.53, 2.531, 2.533 **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

754

Board Goal 5: Culture of Excellence

Performance Objective 2: Students Sense of Belonging Panorama Data will increase from 56% to 61%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students and teachers will nominate peers for Student of the Month recognition based on the character traits outlined in the Goliad Manifesto. Nominations will include specific examples of how students demonstrate these traits in their daily interactions, reinforcing the campus's core values and celebrating positive behavior. **Strategy's Expected Result/Impact:** Promote positive character development. Strengthen a school culture rooted in respect and responsibility. Encourage students to consistently model and recognize good character in others. **Staff Responsible for Monitoring:** Teachers Principal **Title I:** 2.53, 2.531 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				755

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards). **Strategy's Expected Result/Impact:** Track number of students recognized Staff and Student Feedback **Staff Responsible for Monitoring:** Teachers Principal Fellow Principal **Title I:** 2.531, 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

756

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 3: Goliad will offer multiple opportunities for parents to be involved in students' learning

Evaluation Data Sources: Parent sign in sheets
Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be invited to a reading night to learn strategies to support their students at home **Strategy's Expected Result/Impact:** Parent involvement Student engagement **Staff Responsible for Monitoring:** Principal Principal Fellow Specialists **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Books and educational games - Title One School-wide - $1,000				757

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Gonzales Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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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 of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 22% to 35%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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				

760

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, Do the Math 4 times a week, iReady for 3rd-5th grade, My Math Academy for K-2nd grade based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Coach - Local - $75,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will create student data folders to ensure students track MAP Math growth, monthly iReady or My Math Academy Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period. **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 20% of 3rd grade students and only 15% of 4th grade students were on grade level in Math according to STAAR. **Root Cause**: Lack of instructional support through feedback and coaching paired with a lack of PLC's being implemented on campus.

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 of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 45%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 - **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 **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Reach Associate and Teacher Resident - Title One School-wide - $66,000				762

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Tutoring - State Comp Ed - $5,000				

No Progress Accomplished Continue/Modify Discontinue

763

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership. **Root Cause**: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.

Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP. **Root Cause**: Failure to implement district approved intervention materials on campus.

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.

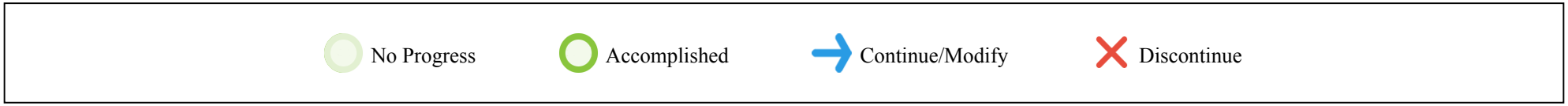
Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 14% to 25%.

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

Evaluation Data Sources: MAP, Checkpoint Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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				764

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



765

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 49% to 60%

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** MTRT - Title One School-wide - $12,000				766

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations **Strategy's Expected Result/Impact:** Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP. **Root Cause**: Failure to implement district approved intervention materials on campus.

767

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

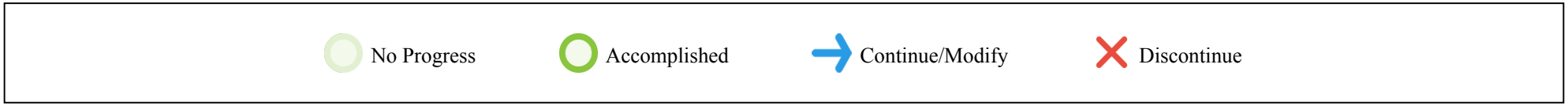
Performance Objective 2: The percentage of K-3 students will show growth using the School Conditional Growth Percentile from 55% to 65% on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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				768

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period. **Strategy's Expected Result/Impact:** Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				



769

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

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 42% to 50%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 - **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 **Problem Statements:** School Culture and Climate 1 **Funding Sources:** MCL - Title One School-wide - $15,000				770

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

771

School Culture and Climate
Problem Statement 1: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership. **Root Cause**: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.

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: School Connectedness Student panorama data will increase from 58% to 65%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Decrease in discipline issues and an increase in student's perception of belonging. **Staff Responsible for Monitoring:** Administration and counselor **Title I:** 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				772

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. **Strategy's Expected Result/Impact:** Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. **Staff Responsible for Monitoring:** Administration and Counselor **Title I:** 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. **Strategy's Expected Result/Impact:** Increased confidence in self and increase motivation to continue to improve. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

773

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: Student daily attendance will increase from 92.3% to 95%.

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

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. **Strategy's Expected Result/Impact:** Increase parental awareness of the importance of attendance and increased daily attendance. **Staff Responsible for Monitoring:** Administration, Counselor, COC, Attendance Clerk **Title I:** 2.53, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				774

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged at each awards ceremony. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. **Strategy's Expected Result/Impact:** Increased motivation for school attendance and increased parent engagement in attendance needs. **Staff Responsible for Monitoring:** All staff **Title I:** 2.53, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: In 24-25, student attendance was at 92.43% across K-5th. **Root Cause**: Failure to implement district truancy procedures across campus.

775

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

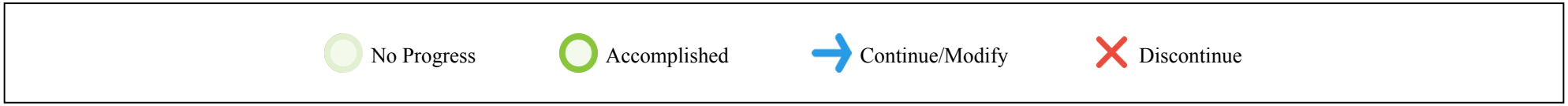
Performance Objective 3: Exclusionary disciplinary infractions will decrease from 34% to 25%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Streamlining campus rules across all spaces and using the same language will decrease confusion amongst staff and students regarding behavioral expectations. **Strategy's Expected Result/Impact:** All staff and students using the same language and increase comprehension of expectations. **Staff Responsible for Monitoring:** All staff **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				776

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increase percentage of students with MTSS behavior plans in Focus, from 0% to 5%, to ensure that students receiving Tier 2 and Tire 3 behavior interventions are supported through documented plans, enabling data-driven decisions and progress monitoring. **Strategy's Expected Result/Impact:** Decrease in student referrals and increase student/staff knowledge of behavioral best practices. **Staff Responsible for Monitoring:** Administration and MTSS coordinator **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



777

Board Goal 4: Classroom Excellence

Performance Objective 1: By June 2026, Gonzales Elementary teacher retention rate will increase from 52% to 65%.

Evaluation Data Sources: TAPR Report and HR Staffing Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Priority teachers will receive targeted coaching and support from administration and instructional coaching staff. **Strategy's Expected Result/Impact:** Increased teacher instructional growth, increased teacher perception of administration support, decreased turnover. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				778

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Honor staff progress and successes via celebrations, acknowledgments, or additional recognition strategies. **Strategy's Expected Result/Impact:** Increased teacher perception of belonging on campus and decrease turnover. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each grade level will elect a grade level leader who will attend regular meetings with the Core Leadership Team to ensure staff voice is being heard and included in campus initiatives. **Strategy's Expected Result/Impact:** Increased connectedness data on the Panorama survey and decreased turnover. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

779

Board Goal 4: Classroom Excellence

Performance Objective 2: By June 2026, Gonzales Elementary teacher satisfaction will increase from 33% to 50% based on the Feedback and Coaching section of the Panorama survey.

Evaluation Data Sources: Increased instructional efficacy and increased student growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. **Strategy's Expected Result/Impact:** Teacher awareness of best practices and improvement in instructional practices. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				780

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leadership team will designate priority teachers for targeted coaching interventions delivered by the instructional coach, MCL, or MTRT to support accelerated growth in Math and ELAR instruction. These will be documented through School Mint Grow. **Strategy's Expected Result/Impact:** Teacher awareness of best practices and improvement in instructional practices **Staff Responsible for Monitoring:** Core Leadership Team and OC Staff **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By June 2026, Gonzales Elementary will improve the implementation of TEKS-based, rigorous, and relevant curriculum through the use of data driven instruction in Math and ELAR from not measured to 75%.

Evaluation Data Sources: Walkthrough data, PLC documentation, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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				781

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will submit lesson plans using a campus-wide template which includes documentation of instructional materials approved by the district and provide evidence of preparation for administrator walkthroughs. **Strategy's Expected Result/Impact:** Strengthen instructional practices for all grade levels and internalization of instruction. **Staff Responsible for Monitoring:** Core Leadership Team **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 5: Culture of Excellence

Performance Objective 1: By July 2026, Gonzales Elementary will analyze and revise school-wide systems to promote a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all grade levels.

Evaluation Data Sources: Protection of instructional time and increased staff satisfaction due to ease of access to information/systems.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. **Strategy's Expected Result/Impact:** Increased teacher awareness resulting in focused instruction and strategic intervention. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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:** Campus Math Specialist - Title One School-wide - $75,000				782

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. **Strategy's Expected Result/Impact:** Teacher awareness of best practices and improvement in instructional practices **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By July 2026, Gonzales Elementary will increase perceptions of the School Leadership's effectiveness from 35% to 50% as evidenced through the Staff Panorama Survey.

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives **Strategy's Expected Result/Impact:** Increase in positive staff perceptions on Panorama data and increase in positive culture on campus. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				783

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. **Strategy's Expected Result/Impact:** Teacher awareness of best practices and improvement in instructional practices **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By July 2026, Gonzales Elementary will improve how well they support cultural awareness and action from 0% to 25% as evidenced through the Staff Panorama Survey.

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives **Strategy's Expected Result/Impact:** Increase in positive staff perceptions on Panorama data and increase in positive culture on campus. **Staff Responsible for Monitoring:** Core Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				784

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Using iLead, the campus counselor will meet with each grade level monthly to support emotional well-being, emotional growth, and staff belonging. **Strategy's Expected Result/Impact:** Increase in teacher confidence and increased access to mental health tools. **Staff Responsible for Monitoring:** Administration and Counselor **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Hays Magnet Academic Academy

2025-2026 Board Goals/Performance Objectives/Strategies



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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 of 2026, the % of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 72% to 75%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student math data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51, 2.52, 2.53 - **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 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 **Funding Sources:** Tutoring - Title One Instructional Continuity - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incorporate hands-on and conceptual learning with the use of fraction tiles, number lines, clocks, base-ten blocks, etc., for all learners. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 **Funding Sources:** Math Manipulatives - Title One Instructional Continuity - $500				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Student Achievement
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause**: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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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 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 81% to 83%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student reading data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - School Organization 1 **Funding Sources:** - Title One Instructional Continuity - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Embed high-impact instructional strategies such as modeling, questioning, and think-alouds during read-alouds and shared reading. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

Staff Quality, Recruitment, and Retention

Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause**: Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

792

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 5th grade students performing at the MEETS level on Science STAAR will increase from 46% to 50%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In previous years, the science lab was not consistently incorporated into the campus instructional schedule, resulting in limited access to hands-on, inquiry-based science experiences for students. As of this academic year, the science lab has been formally included in the master schedule. **Strategy's Expected Result/Impact:** Increase usage of Science Lab **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				793

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaborate with reading and math teachers to strengthen data interpretation, critical reading of informational texts, and problem-solving within science contexts. **Strategy's Expected Result/Impact:** increased student performance; deeper conceptual understanding **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** consumable supply replacement of essential items - Title One School-wide - $5,000				

No Progress Accomplished Continue/Modify Discontinue

794

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. **Root Cause**: Minutes taught must be monitored with fidelity.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.
School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 1: The % of students K-3 achieving or exceeding their READING RIT goal will increase from 76% to 78%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: RIT bands target context clues, synonyms/antonyms, word relationships, prefix/suffix knowledge, and Greek & Latin roots. A cognitive word wall will be structured to reinforce these skills. **Strategy's Expected Result/Impact:** increase RIT scores **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				795

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teaching figurative language (Identify and interpret similes, metaphors, personification, hyperbole; Analyze word choice and author's purpose; Understand the effect of figurative language on meaning and tone) will directly increase Reading RIT scores, particularly in the Literary Text and Vocabulary domains assessed in NWEA MAP Growth. **Strategy's Expected Result/Impact:** Increased RIT scores **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing abo[illegible] grade level.
School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 2: The % of K-3 students will show growth from 77% to 80% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students are responsible for monitoring mastery of the TEKS and updating data trackers after each testing window. **Strategy's Expected Result/Impact:** develop foundational skills, vocabulary, informational text, literature **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - School Culture and Climate 2				797

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen phonemic awareness & phonics **Strategy's Expected Result/Impact:** daily phonemic awareness routines; systematic phonics instruction; practice decodable texts to build word recognition and fluency; teach and review high-frequency/sight words regularly **Staff Responsible for Monitoring:** Teacher, administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Student Achievement
Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. **Root Cause**: Minutes taught must be monitored with fidelity.
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause**: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.
School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice
Staff Quality, Recruitment, and Retention
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause**: Departures attributed to internal and external promotions. 798
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 79% to 82%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Challenge students already at MEETS to analyze deeper meaning, use paired texts, and respond with evidence-based writing. **Strategy's Expected Result/Impact:** increase student mastery of the TEKS **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				799

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus small group lessons on high-impact TEKS where students tend to struggle (e.g., inferencing, context clues). **Strategy's Expected Result/Impact:** increase student mastery of the TEKS **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Staff Quality, Recruitment, and Retention
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause**: Departures attributed to internal and external promotions.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

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: School Connectedness panorama data will increase from 63% to 68%.

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

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Promote peer conflict resolution and empathy development. **Strategy's Expected Result/Impact:** strengthen school connectedness **Staff Responsible for Monitoring:** Teachers, counselor, administrators **Title I:** 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				801

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Celebrate student successes by creating positive behavior systems. **Strategy's Expected Result/Impact:** strengthen school connectedness **Staff Responsible for Monitoring:** Teachers, counselor, administrators **Title I:** 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

802

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: Student daily attendance will increase from 96.97% to 97.3%.

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

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Teach attendance expectations as part of school rules and routines.	Formative			Summative
Strategy's Expected Result/Impact: improved attendance **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor, Administrators **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Oct	Jan	Mar	May
				803

Strategy 2 Details	Reviews			
Strategy 2: Use MTSS frameworks (Multi-Tiered Systems of Support) to address needs	Formative			Summative
Strategy's Expected Result/Impact: improved attendance **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor, Administrators **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Student Achievement
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause**: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.
School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

804

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: Exclusionary disciplinary infractions will decrease from 75% to 70%. We had a total of 16 referrals written. 12 referrals resulted in "Change of Environment."

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teach conflict resolution, emotional regulation, and problem-solving **Strategy's Expected Result/Impact:** address social emotional needs **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators **Title I:** 2.533, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				805

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaborate and provide professional learning from counselors, behavior specialists, and interventionists. **Strategy's Expected Result/Impact:** address social emotional needs **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators **Title I:** 2.533, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

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Board Goal 4: Classroom Excellence

Performance Objective 1: Integrate AVID best teaching strategies into daily classroom instruction and ongoing professional development to enhance academic growth and achievement for 100% of students by the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Hays STEAM Academy site team will create a plan for the use of grade level appropriate strategies that will be incorporated in grade-level lesson planning in order to provide purposeful WICOR strategies to our scholars. **Strategy's Expected Result/Impact:** improved classroom performance, increased engagement, positive outcomes on local and state assessments. **Staff Responsible for Monitoring:** Teachers, AVID Site Team; Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1				807

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will host an AVID Family Experience each 9-weeks during STEAM Nights. Additionally, each grade level will invite parents to attend an annual project presentation showcasing student learning. **Strategy's Expected Result/Impact:** improved classroom performance, increased engagement, positive outcomes on local and state assessments. **Staff Responsible for Monitoring:** Teachers, AVID Site Team; Administrators **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause**: Departures attributed to internal and external promotions.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

808

Board Goal 4: Classroom Excellence

Performance Objective 2: Close the opportunity gap and ensure that all students, regardless of socioeconomic status, receive high-quality instruction, social-emotional support, and access to resources necessary for success.

Evaluation Data Sources: % economically disadvantaged; % McKinney-Vento; parent education levels; household income bracket; unemployment rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use structured SEL lessons (I-Lead) to teach emotional regulation, problem-solving, and resilience. **Strategy's Expected Result/Impact:** improved emotional regulation; enhanced problem-solving skills; stronger resilience & perseverance; positive classroom & school culture; academic gains **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.531, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Culture and Climate 1				809

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Train staff to recognize and respond to signs of trauma with compassion and consistency. **Strategy's Expected Result/Impact:** With intentional, targeted support, students will have equitable opportunities to reach their full potential. **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.531, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, the campus will increase student engagement from 49% to 55%, as measured by student responses on the district's annual student engagement survey, through the implementation of student-led learning opportunities, consistent use of interactive instructional strategies, and increased participation in enrichment activities.

Evaluation Data Sources: Surveys; Evidence of student engagement during walk-throughs; Exit Tickets; Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize Blended Learning to implement individualized/personalized learning plans for scholars. **Strategy's Expected Result/Impact:** increase in student voice and choice **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1				811

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create excitement and curiosity in lessons with a mystery, challenge, or question. **Strategy's Expected Result/Impact:** Create excitement and curiosity **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

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Board Goal 5: Culture of Excellence

Performance Objective 1: The campus will establish and promote at least one active community partnership per month which is led by students and guided by teachers to ensure students lead change driven by community needs and improvement.

Evaluation Data Sources: Extension of project based learning utilizing Project Lead the Way.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold an annual "Community Impact Expo" where students present their projects and outcomes to stakeholders and families. **Strategy's Expected Result/Impact:** student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes **Staff Responsible for Monitoring:** Teachers, Counselor; Administrators **Title I:** 2.51, 2.52, 2.53, 2.531, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				813

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Publicly recognize community partners and student contributions during Rocket Launch, on campus displays, and via social media. **Strategy's Expected Result/Impact:** student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes **Staff Responsible for Monitoring:** Teachers, Counselor; Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 63% to 68%.

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Promote peer conflict resolution and empathy development. **Strategy's Expected Result/Impact:** strengthen school connectedness **Staff Responsible for Monitoring:** Teacher, Counselor, Administrators **Title I:** 2.531, 2.533 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				815

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Celebrate student successes by creating positive behavior systems. **Strategy's Expected Result/Impact:** strengthen school connectedness **Staff Responsible for Monitoring:** Teachers, counselor, administrators **Title I:** 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2 **Funding Sources:** Certificates, trophies, small incentives - Title One School- Improvement - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

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Ector County Independent School District

Ireland Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

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Vision

Engage in learning.

Empower through a growth mindset

Excel to a bright future.

Value Statement

We value curiosity, inclusivity, and growth. We believe in fostering strong relationships, delivering rigorous and engaging instruction, and empowering every learner to achieve success both in school and in life.

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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 of 2026 the % of students performing at the Meets level on 3-5 Math Staar will increase from 32%- 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Staar Summative Scores 2026

Strategy 1 Details	Reviews			820
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction. **Strategy's Expected Result/Impact:** Teachers will use TEKS-aligned lesson planning to ensure rigorous Tier 1 instruction while embedding 15-20 minutes of small-group, targeted intervention or enrichment daily. **Staff Responsible for Monitoring:** Campus Instructional Leadership team **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Tutoring - Title One School- Improvement - $16,500, Reach Associate - Title One School-wide - $99,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving. **Strategy's Expected Result/Impact:** Emphasize academic vocabulary, justifying answers using mathematical reasoning, and practicing stamina-building tasks. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 2: By May of 2026 the % of students performing at the Meets level on 3rd - 5th Reading Staar will increase from 41% to 48%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Summative Staar 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). **Strategy's Expected Result/Impact:** Students will demonstrate stronger comprehension skills through frequent exposure to complex texts and intentional small-group instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team and MCL **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Lead Forward Training - Title One School-wide - $10,000				822

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Schoolwide launch of a daily Tier 2 & Tier 3 vocabulary routine in reading classrooms using visual supports, sentence stems, and context-based practice. **Strategy's Expected Result/Impact:** Vocabulary acquisition and academic language use will improve, allowing students to better understand STAAR questions and respond with precision. **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

823

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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 13% to 30 %.

HB3 Board Goal

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

Evaluation Data Sources: STAAR Summative 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly science investigations or labs aligned to the 5th grade TEKS, emphasizing process skills and key concepts (e.g., force and motion, properties of matter, ecosystems). **Strategy's Expected Result/Impact:** Students will gain a deeper understanding of science content through regular, hands-on lab experiences that connect abstract concepts to real-world phenomena. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				824

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments. **Strategy's Expected Result/Impact:** Vocabulary and academic language acquisition will improve, helping students better comprehend and respond to STAAR questions with accuracy. **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

825

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 52% to 56%

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: EOY MAP, Iready Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension). **Strategy's Expected Result/Impact:** Students receive daily, data-informed instruction targeting their specific reading skill gaps, resulting in more students making expected or above-expected growth on MAP and i-Ready. **Staff Responsible for Monitoring:** Campus Leadership Team, MCL **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Student Achievement 1				826

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring. **Strategy's Expected Result/Impact:** K-2 students build stronger decoding and phonics skills, while 3rd graders strengthen comprehension, vocabulary, and fluency through personalized small-group instruction. **Staff Responsible for Monitoring:** Campus Leadership Team, Campus Team Leads, MCL **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

827

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

Performance Objective 2: 2. The % K-3 students will show growth from 46 % to 52% on their READING MAP ASSESSMENT.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: EOY MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data. **Strategy's Expected Result/Impact:** Increased Growth on EOY MAP Reading **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL, Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				828

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase in Growth on EOY MAP **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL, Team Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** MTRT - Title One Instructional Continuity - $12,000, MTRT - Title One Instructional Continuity - $12,000				

No Progress Accomplished Continue/Modify Discontinue

829

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

Performance Objective 3: 3. The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 29% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Summative STAAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During daily reading instruction, teachers provide focused small-group instruction using resources like i-Ready Teacher Toolbox, guided reading texts, and STAAR question stems. **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL, Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				830

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement weekly data meetings in PLCs focused on i-Ready usage, lesson completion, and performance by TEKS cluster. **Strategy's Expected Result/Impact:** Data Driven Instruction **Staff Responsible for Monitoring:** Campus Leadership Team, MCL, Team Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** MCL 1 - Title One Instructional Continuity - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

831

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: By May 2026, the percentage of 5th grade students demonstrating foundational college, career, and military readiness will increase from 88% to 93%, as measured by participation in AVID strategies, career awareness activities, goal-setting reflections, and mastery of grade-level standards.

HB3 Board Goal

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: Campus Avid Certification Indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will use AVID planners weekly to set academic and personal goals, track their progress, and reflect on their learning. Teachers will dedicate time each week for students to write and discuss their goals and reflect on how their habits contribute to college and career readiness. This routine will help build self-awareness, responsibility, and long-term planning skills. **Strategy's Expected Result/Impact:** Students will become organized and ready to learn **Staff Responsible for Monitoring:** Avid Coordinator **Problem Statements:** School Culture and Climate 1				832

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The school will organize Career Day events , inviting professionals from diverse fields, including military personnel, trades, and college representatives. Students will engage in hands-on presentations, Q&A sessions, and reflection activities that tie directly to AVID's career awareness and goal-setting components. **Strategy's Expected Result/Impact:** Students will learn what career paths are **Staff Responsible for Monitoring:** Avid Coordinator **Problem Statements:** Family and Community Engagement 1				

 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 2: School Connectedness panorama data will increase from 53% to 57 %.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. **Staff Responsible for Monitoring:** Campus Leadership Team, Team Leads **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				833

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity. **Strategy's Expected Result/Impact:** Students will feel inspired to be a leader on our campus **Staff Responsible for Monitoring:** Campus Instructional Leadership Team, Team Leads **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

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: 2. Student daily attendance will increase from 91.2 %to 95%.

HB3 Board Goal

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

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Form an Attendance Team made up of teacher representatives from each grade level to monitor trends, identify students with chronic absences, and collaborate on targeted interventions. The team will meet monthly to review data, connect with families, and implement positive attendance campaigns schoolwide. This approach builds ownership and shared responsibility among staff for improving daily attendance. **Strategy's Expected Result/Impact:** Attendance will Increase **Staff Responsible for Monitoring:** Data Clerk and Campus Administration **Problem Statements:** Family and Community Engagement 1				834

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classes with perfect attendance will earn daily points toward weekly or monthly rewards (e.g., extra recess, class shout-outs, or small prizes). Recognizing students and classrooms regularly fosters a positive culture around showing up every day. **Strategy's Expected Result/Impact:** Student attendance will increase. **Staff Responsible for Monitoring:** Campus Administration/Data Clerk **Problem Statements:** Family and Community Engagement 1				

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 4: By May 2026, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. **Strategy's Expected Result/Impact:** Students will have a sense of belonging **Staff Responsible for Monitoring:** Campus Leadership team **Problem Statements:** School Culture and Climate 1				835

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. **Strategy's Expected Result/Impact:** Students will feel empowered at school. **Staff Responsible for Monitoring:** Campus Administrative team **Problem Statements:** School Culture and Climate 1				

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 5: By May of 2026 disciplinary infractions will decrease from 10% of the student population to 5%.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. **Strategy's Expected Result/Impact:** Student discipline will decrease. **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Culture and Climate 1				836

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Discipline will Decrease **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2026 disciplinary infractions will decrease from 10% of the student population to 5%

HB3 Board Goal

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. **Strategy's Expected Result/Impact:** Student discipline will decrease. **Staff Responsible for Monitoring:** Campus Administrative Team **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Discipline will Decrease **Staff Responsible for Monitoring:** Campus Administrative Team **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will increase from 91.2 %to 95%.

HB3 Board Goal

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. **Strategy's Expected Result/Impact:** Student discipline will decrease. **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Culture and Climate 1				838

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Discipline will Decrease **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.531 **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, the annual retention rate of teachers at Ireland Elementary will increase from 79% to 85 % as measured by end-of-year staffing data, through the implementation of targeted support, professional growth opportunities, and recognition programs.

HB3 Board Goal

Evaluation Data Sources: end of year staffing reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adopt the Opportunity Culture framework to extend the reach of highly effective teachers through Multi-Classroom Leader (MCL) roles, team-based collaboration, and structured coaching cycles. Provide ongoing training for MCLs and ensure protected time for planning, feedback, and data-driven instruction to support teacher growth and satisfaction. **Strategy's Expected Result/Impact:** Teachers will feel supported **Staff Responsible for Monitoring:** Campus Administrative team **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** School Organization 1				839

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish a formal recognition program that celebrates teacher achievements, innovative practices, and contributions to the school community. Include monthly appreciation events, peer-nominated awards, and opportunities for teachers to share successes at staff meetings. **Strategy's Expected Result/Impact:** School Culture will increase **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.531 **Problem Statements:** School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 53% to 57%.

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. **Strategy's Expected Result/Impact:** Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. **Staff Responsible for Monitoring:** Campus Leadership Team, Team Leads **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				840

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity. **Strategy's Expected Result/Impact:** Students will feel inspired to be a leader on our campus **Staff Responsible for Monitoring:** Campus Instructional Leadership Team, Team Leads **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community, establishing baseline data to inform future engagement goals.

HB3 Board Goal

Evaluation Data Sources: Title 1 parent survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. **Strategy's Expected Result/Impact:** Parents feel welcome on campus **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** Supplies for Family night - Title One School-wide - $3,000				841

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions. **Strategy's Expected Result/Impact:** Parents will be informed of students progress **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2026, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. **Strategy's Expected Result/Impact:** Students will have a sense of belonging **Staff Responsible for Monitoring:** Campus Leadership team **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. **Strategy's Expected Result/Impact:** Students will feel empowered at school. **Staff Responsible for Monitoring:** Campus Administrative team **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

842

Ector County Independent School District

Lamar Early Education Center

2025-2026 Board Goals/Performance Objectives/Strategies

843

Mission Statement

The mission of the Lamar Early Education Center is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

*We value the development of the whole child

*We value a safe, supportive, and caring learning environment

844

*We value respect, honesty and integrity

*We value the pursuit of excellence

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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.

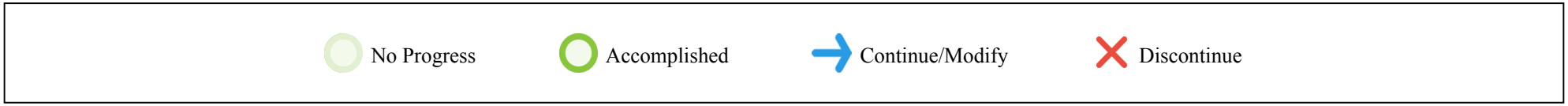
Performance Objective 1: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Report Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will count to 30 and beyond **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				846

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their children at home. **Strategy's Expected Result/Impact:** Parents will feel empowered to support their child's learning at home. **Staff Responsible for Monitoring:** Classroom Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				



847

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: Increase student performance between the CLI Wave 1 and Wave 3 to have 85% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. **Strategy's Expected Result/Impact:** Students will leave Prekindergarten with a strong Phonological Awareness foundation. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				848

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will informally assess students in the area of letter sound knowledge at the beginning of the year and then again each nine weeks to document growth. This will be done in the Lamar Shared Google Drive **Strategy's Expected Result/Impact:** Teachers will have access to more up to date data each nine weeks (in between the CLI time frames) **Staff Responsible for Monitoring:** Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize the phonological awareness activities, provided in the CLI portal, to supplement small group instruction. **Strategy's Expected Result/Impact:** Students will have access to high-quality phonological awareness activities in the small group setting. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

849

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: Prekindergarten students will demonstrate age-appropriate scientific thinking skills showing they can: make predictions, test simple hypotheses, and communicate findings using pictures and words.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Teacher observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day. **Strategy's Expected Result/Impact:** Students will have opportunities to have hands-on science activities. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				850

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will have opportunities to conduct simple Cause-and-Effect Experiments **Strategy's Expected Result/Impact:** Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause**: Prekindergarten is the first school experience for our students.

851

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

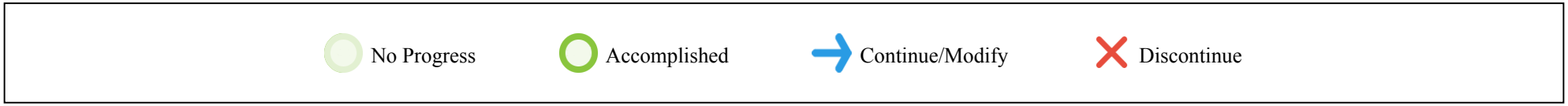
Performance Objective 1: By the End of Year CLI assessment administration, 70% of students will be on track in the Pre-Reading Skill of Letter-Sound Correspondence.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI EOY Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create flexible small groups based on Beginning of Year and Middle of Year CLI assessment data. **Strategy's Expected Result/Impact:** Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				852

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home. **Strategy's Expected Result/Impact:** Parents will feel empowered to help their children with pre-reading activities at home. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51 **- ESF Levers:** Lever 5: Effective Instruction				



853

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

Performance Objective 2: By the End of Year CLI assessment administration, 40% of students will be on track in the Pre-Reading skill of Rhyming.

Indicators of Success:
Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to teach the skill of rhyming. **Strategy's Expected Result/Impact:** Students will have access to a variety of hands-on learning materials. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				854

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day. **Strategy's Expected Result/Impact:** Students will hear rhyming patterns throughout the day. **Staff Responsible for Monitoring:** Classroom teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Daily small group rhyming activities will be planned with intentionality. **Strategy's Expected Result/Impact:** Students will have high-quality small group instruction, with a rhyming focus. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers and Instructional Facilitators will have opportunity to attend high-quality professional development conferences at the campus or district level as well state conferences focused on Prekindergarten. **Strategy's Expected Result/Impact:** Teachers will feel empowered to think outside the box. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1				855

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. **Root Cause**: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Prekindergarten professional learning is needed to ensure that all students leave Prekindergarten at Lamar, Kinder ready. **Root Cause**: There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause**: Prekindergarten is the first school experience for our students.

856

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: Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low. **Strategy's Expected Result/Impact:** Students will want to come to school. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				857

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each child will have an "Important" classroom job to benefit the whole school family. **Strategy's Expected Result/Impact:** Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family. **Staff Responsible for Monitoring:** Classroom Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity. **Strategy's Expected Result/Impact:** Students will want to come to school so they have a chance to spin the wheel of fun. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Attendance incentives - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

858

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. **Root Cause**: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

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: By the end of the year, 85% of PreK students will demonstrate age-appropriate social skills (sharing, taking turns, expressing needs appropriately) as measured by the CLI social-emotional assessment.

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 - 2026 Goal: 52%

Evaluation Data Sources: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, administrators will create school-wide routine books and visual expectations posters. **Strategy's Expected Result/Impact:** Students' SEL will be supported through age-appropriate visuals. **Staff Responsible for Monitoring:** Staff **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Ink, spiral binders and card stock to make books - Title One School-wide				859

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers, assistants and administrators will receive coaching from a Certified Conscious Discipline trainer. **Strategy's Expected Result/Impact:** Staff will feel empowered to support students' SEL **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Conscious Discipline Coaching - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Guidance Apprentice will do weekly, developmentally-appropriate, play-based guidance lessons with students. **Strategy's Expected Result/Impact:** Students will be engaged in developmentally-appropriate guidance lessons. **Staff Responsible for Monitoring:** Guidance Apprentice **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Developmentally appropriate social emotional learning strategies are not implemented with fidelity in every classroom. **Root Cause**: Though most staff have had Conscious Discipline training, there is still a difference in skill level and abilities to implement among all staff members.

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: 80% of PreK families will attend at least one school event or conference per semester.

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 - 2026 Goal: 52%

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will offer "whole family" events where siblings are welcomed so parents do not have to worry about childcare issues during events. **Strategy's Expected Result/Impact:** Barriers to family involvement will be reduced. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				861

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Family event invitations and flyers will be translated into home languages and bilingual staff will translate during events. **Strategy's Expected Result/Impact:** Parents will understand communication from the school. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Lamar will design events where families can engage in activities with their children. **Strategy's Expected Result/Impact:** Families will engage in school-related events together. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

862

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

Evaluation Data Sources: Teacher Certification Record

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy, to strengthen teaching practices. **Strategy's Expected Result/Impact:** Instructional Facilitators will gain new knowledge and skills to support instruction. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Student Achievement 1				863

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional Facilitators will complete monthly report of progress made toward teacher certification. **Strategy's Expected Result/Impact:** Administrators will be aware of progress being made toward certification. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. **Root Cause**: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

Student Achievement
Problem Statement 1: High quality, developmentally appropriate instruction is not implemented with fidelity in every classroom. **Root Cause**: Because certified teachers are not available, Lamar has seven Instructional Facilitators. delivering instruction in the classroom.

Board Goal 4: Classroom Excellence

Performance Objective 2: Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low. **Strategy's Expected Result/Impact:** Students will want to come to school. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				865

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each child will have an "Important" classroom job to benefit the whole school family. **Strategy's Expected Result/Impact:** Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family. **Staff Responsible for Monitoring:** Classroom Teacher **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity. **Strategy's Expected Result/Impact:** Students will want to come to school so they have a chance to spin the wheel of fun. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Attendance incentives - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements: 866

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. **Root Cause**: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2025-2026 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as evidenced by a 75% reduction in major behavioral incidents requiring administrative intervention.

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 - 2026 Goal: 52%

Evaluation Data Sources: Administrative Log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. **Strategy's Expected Result/Impact:** Students will understand expectations **Staff Responsible for Monitoring:** Classroom Teachers **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				867

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Behavior visuals, showing what expectations look like in different settings (gym, library, music, playground, hallway) will be created for the entire school. **Strategy's Expected Result/Impact:** Expectations will be consistent throughout all areas of the school. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings. **Strategy's Expected Result/Impact:** Students will experience patterns and predictability **Staff Responsible for Monitoring:** Administrator **Title I:** 2.51, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

868

Board Goal 5: Culture of Excellence

Performance Objective 1: 95% of Lamar students will demonstrate positive engagement behaviors (active participation, following routines, interacting with peers) as measured by weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom will create clear visual boundaries to support students' abilities to follow routines. **Strategy's Expected Result/Impact:** Students will understand routines. **Staff Responsible for Monitoring:** Classroom teacher **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				869

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Daily interactive visual schedules and routine charts will be posted at child eye level throughout each classroom **Strategy's Expected Result/Impact:** Students will be provided visual supports. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom teacher will rotate Independent Learning Center materials regularly to maintain high levels of student interest and engagement. **Strategy's Expected Result/Impact:** Students will experience a variety of materials in each center **Staff Responsible for Monitoring:** Classroom Teachers **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

870

Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on annual Title 1 survey

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
Strategy 1: Ensure that entrance area and foyer is clean and inviting.	Formative			Summative
Strategy's Expected Result/Impact: Families will feel comfortable at the school.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: All school staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Ensure that staff photo display is up-to-date.	Formative			Summative
Strategy's Expected Result/Impact: Families will feel connected to staff.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Secretary **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Staff members will be stationed at entrance locations during arrival/dismissal to greet families personally	Formative			Summative
Strategy's Expected Result/Impact: Families and students will feel seen.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All staff members will be trained in customer service excellence-Greeting families warmly, making eye contact, providing kind, clear information and using welcoming body language. **Strategy's Expected Result/Impact:** Families will feel comfortable communicating with staff. **Staff Responsible for Monitoring:** Administrator **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Child-friendly materials will be kept up-to-date, clean and inviting for young children waiting with parents in the foyer area. **Strategy's Expected Result/Impact:** Families with younger children will feel comfortable in the school while waiting. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 3: Positive School Culture				872

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Staff sense of belonging will increase from 80% to 90% as evidenced by end of year Staff Panorama survey.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide welcome gift to all new employees at beginning of the school year. **Strategy's Expected Result/Impact:** New staff will feel welcome. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Display staff photos in the "This is Us" showcase in foyer. **Strategy's Expected Result/Impact:** Staff feel seen. **Staff Responsible for Monitoring:** Secretary **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide opportunities for staff to lead in areas of expertise or interest **Strategy's Expected Result/Impact:** Staff will feel empowered. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Lee Buice Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

874

Mission Statement

At Buice, we are commited to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

Vision

Growing Greatness

Value Statement

At Buice, we are commited to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

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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, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 24% (2025) to 35% (2026).

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: BOY and EOY MAP results, District Checkpoint data, iReadu diagnostics, Interrim STAAR results and 2026 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. **Strategy's Expected Result/Impact:** Improve mastery of math concepts/ **Staff Responsible for Monitoring:** Teachers, teacher leads, and admin team **Title I:** 2.51, 2.52, 2.534 **- 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 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. **Strategy's Expected Result/Impact:** Improve mastery of math concepts **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus will implement high yield math routines such as number talks, spiral review, and problem solving models that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. **Strategy's Expected Result/Impact:** Improve mastery of math concepts **Staff Responsible for Monitoring:** Admin team, team leads **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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				878

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Implement a structured student progress system/use of data folders in grades 3-5 where students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. **Strategy's Expected Result/Impact:** Improve student self awareness and mastery of math concepts. Engage parents in the learning process. **Staff Responsible for Monitoring:** Teachers, team leads and admin **Title I:** 2.51, 2.52, 2.53, 2.531, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The needs of our ESL. highly mobile and eco dis students are not being met. **Root Cause**: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
Student Achievement
Problem Statement 1: Students at Buice Elementary in grades 3-5 are performing below expectation in all academic areas as well as failing to meet adequate growth. **Root Cause** : Lack of quality Tier 1 instruction and instructional support
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of follow through when data shows that students are not reaching mastery. **Root Cause**: Standards are not being taught to mastery and the data driven instructional process is not being utilized with fidelity.

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 of 2026, the percentage of students performing at MEETS or better on 3rd-5th grade reading will increase from 28% to 38% .

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iREady Diagnostics, STAAR Interim and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning among all demographics identify misconceptions, and plan targeted instructional next steps. **Strategy's Expected Result/Impact:** Improve reading comprehension and writing skills **Staff Responsible for Monitoring:** Teachers, teacher leads, and admin team **Title I:** 2.51, 2.52, 2.531, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				880

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. **Strategy's Expected Result/Impact:** Improve reading comprehension and mastery of RLA standards **Staff Responsible for Monitoring:** Admin team **Title I:** 2.51, 2.52, 2.534 **- 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus will implement high yield comprehension and composition routines such as annotation of text and research-based writing strategies that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. **Strategy's Expected Result/Impact:** Increased levels of comprehension and composition **Staff Responsible for Monitoring:** Teachers, teacher leads and admin team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

881

Demographics
Problem Statement 1: The needs of our ESL. highly mobile and eco dis students are not being met. **Root Cause**: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population

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 percentage of 5th grade students performing at Meets of better on Science STAAR will increase from 8% to 20%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, Checkpoint Data, STAAR and STAAR Intermim

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. **Strategy's Expected Result/Impact:** Improve Mastery of Science standards **Staff Responsible for Monitoring:** Science teachers, admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				882

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Include a 2nd science position in 5th grade to allow for a focus on science instruction and inquiry based science practices. **Strategy's Expected Result/Impact:** Improve mastery of science comprehension and performance. **Staff Responsible for Monitoring:** Science teachers and admin **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd-5th grade teachers will utilize district provided resources and inquiry based learning during science activities 40% (2 out of 5 days/week) of the time during the designated science block. **Strategy's Expected Result/Impact:** Improve mastery of science content and skills **Staff Responsible for Monitoring:** science teachers and admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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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.

Performance Objective 1: By May 2026, the percentage of 3rd students reading at or above grade level will increase from 31% to 40% by May of 2026 as measured by EOY to EOY MAP data.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: BOY and EOY MAP results, District Checkpoint data, Interrim STAAR results and 2026 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. **Strategy's Expected Result/Impact:** Improve reading comprehension for all students. **Staff Responsible for Monitoring:** teachers, teacher leads and admin team. **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. **Strategy's Expected Result/Impact:** Improve reading comprehension for all students **Staff Responsible for Monitoring:** teachers, team leads and admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Practice and support targeted, small group instruction in grades K-3 utilizing district framework, iReady data and lessons. **Strategy's Expected Result/Impact:** Increase # of students reading at grade level in grades K-3. **Staff Responsible for Monitoring:** Teachers, admin and team leads. **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				885

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ensure the implementation of a comprehensive daily literacy program that includes a consistent 90-minute reading block combining whole-group and small-group instruction in phonics, vocabulary, fluency, and comprehension; targeted Tier 2/Tier 3 interventions based on frequent progress monitoring; explicit vocabulary and comprehension strategy instruction; and access to high-interest, leveled texts that reflect student interests and promote engagement. **Strategy's Expected Result/Impact:** Improve reading comprehension **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

886

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

Performance Objective 2: K-2 teachers will utilize rsearch-based phonic strategies and resources to provide high quality instruction of foundational skills.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iREadu diagnostic,MAP, and Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades K-5 will use iREady diagnotic data and iReady lessons to support small group instruction. **Strategy's Expected Result/Impact:** increase the number students reading on or above grade level by 3rd grade. **Staff Responsible for Monitoring:** admin team and lead teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				887

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers in grades K-2 will use Saxon Phonics to provide high quality phonics instruction. **Strategy's Expected Result/Impact:** increase percentageof students reading on or above grade level.				

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 1: School Connectedness as measured by the Student Panorama Survey will increase from 52% to 70%

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

Evaluation Data Sources: Panorama Survey, Daily Attendance Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Guidance lessons delivered by our counseling team will be included in the master schedule. **Strategy's Expected Result/Impact:** Increase the rate and exposure of guidance lessons for students. **Staff Responsible for Monitoring:** counselors and admin team **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				888

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will recognize student growth or achievement using growth displays, competitions, rewards and celebrations, positive parent contacts, and student-led family conferences. **Strategy's Expected Result/Impact:** increased student confidence and motivation to continue to improve **Staff Responsible for Monitoring:** teachers, admin, counselors **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize the iLead SEL curriculum a minimum of 30 minutes weekly in grades K-5 to reduce the number of discipline referrals and build positive peer to peer and peer to staff relationships. **Strategy's Expected Result/Impact:** Increase student connectedness as well as discipline infractions. **Staff Responsible for Monitoring:** Counsleors, teachers and Admin **Title I:** 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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.

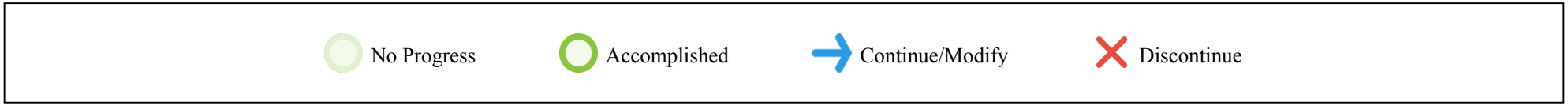
Performance Objective 2: Increase use of AVID strategies and percentage of AVID trained staff.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Evidence of student work in AVID, AVID rubrics and AVID training logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide AVID support for grades 3-5 staff by incorporating 4 AVID specific trainings throughout the school year. **Strategy's Expected Result/Impact:** Increase staff awareness of AVID framework and benefits of utilizing AVID based strategies; build staff's capacity to utilize AVID effectively to increase student engagement and lead to deeper understanding of content. **Staff Responsible for Monitoring:** AVID coordinator, Counselors, teachers and admin **Title I:** 2.51, 2.52, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				890

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement an AVID "strategy of the month" across all grade levels to with staff support and examples and have teachers post evidence of this strategy in their classrooms/lesson plans/or share electronically. **Strategy's Expected Result/Impact:** Increase student engagement, deeper understanding of content and opportunities for peer collaboration, **Staff Responsible for Monitoring:** AVID coordintator, counselors, teachers and admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				



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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.

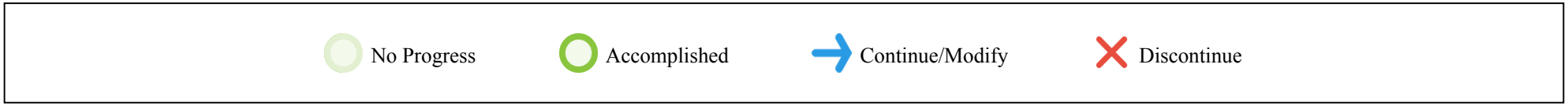
Performance Objective 3: Student daily attendance will improve from 93.6% to 95%.

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

Evaluation Data Sources: Average daily attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be contacted daily regarding any unexcused absences a student may have by attendance clerks. Campus will utilize the COC for outreach and will follow district truancy prevention measures at each level. **Strategy's Expected Result/Impact:** Increase parental awareness of the importance of attendance, improve daily attendance and improve school connectedness. **Staff Responsible for Monitoring:** admin, counselors, teachers, attendance clerks and COC **Title I:** 2.53, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				892

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage student attendance through incentives, celebrations and guidance services and daily individual tracking of attendance. **Strategy's Expected Result/Impact:** Increase student awareness of attendance and motivate students to strive for improved attendance. **Staff Responsible for Monitoring:** Teachers, attendance clerks, counselors, and admin. **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of classrooms, grade 2-5 will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, based on classroom walkthrough data, lesson plans, and student work samples.

Evaluation Data Sources: walkthrough data, student work samples, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: By September 30th, an AVID site team will be assembled and trained by AVID coordinators on implementations of AVID strategies in the classroom. **Strategy's Expected Result/Impact:** Increase awareness of AVID instructional strategies among teachers and use of AVID framework in the clasroom. **Staff Responsible for Monitoring:** AVID coordinator, Admin and Counselors **Title I:** 2.51, 2.52, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				894

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Beginning September 1st, teachers will be trained on an AVID strategy monthly, will incorporate into their lesson plans, will submit evidence to the AVID coordinator and display evidence in the classroom. **Strategy's Expected Result/Impact:** Increase awareness of AVID effectiveness, increased levels of student engagement and collaboration and deeper understanding of content. **Staff Responsible for Monitoring:** AVID Coordinator, counselors and Admin **Title I:** 2.51, 2.52, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Teacher retention rate will increase from 50% to 62% by May of 2026.

Evaluation Data Sources: TAPR report, HR staffing report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assemble a team of grade level leads to provide grade level team leadership and to facilitate staff voice in decisions and campus initiatives. **Strategy's Expected Result/Impact:** Improved staff retetention rate and staff satisfaction. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				895

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Recognize teacher contributions, progresses and successes through celebrations, public acknowledgement, and other recognition strategies. **Strategy's Expected Result/Impact:** Improve teacher satisfaction and retention **Staff Responsible for Monitoring:** Admin, counselors and grade level leads. **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale. **Strategy's Expected Result/Impact:** Build a sense of community and belonging for staff members. **Staff Responsible for Monitoring:** Admin, counselors, teacher leads **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May of 2026, teacher satisfaction with school climate will increase from 30% to 65%

Evaluation Data Sources: Panorama data, teacher retention rates, student growth and achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan **Strategy's Expected Result/Impact:** Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. **Staff Responsible for Monitoring:** Admin, Emergent tree team, and counselors. **Title I:** 2.52, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				897

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale.				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2026, teacher satisfaction with Feedback and Coaching will increase from 36% to 55%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will utilize a schedule to ensure walkthroughs for every classroom occur weekly and deliver feedback within 24 hours of classroom observations and engage in coaching conversations with teachers as needed. **Strategy's Expected Result/Impact:** Improved student outcomes and teacher performance; increased satisfaction with feedback and coaching **Staff Responsible for Monitoring:** Admin team **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				898

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize focused and calibrated walkthrough practices as an admin team so that feedback is consistent and aligned to needs of the campus. **Strategy's Expected Result/Impact:** Build effective practices and routines in classrooms across the campus. **Staff Responsible for Monitoring:** Admin team **Title I:** 2.53 **- 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 **Problem Statements:** School Culture and Climate 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. **Root Cause**: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

899

Board Goal 5: Culture of Excellence

Performance Objective 2: Improve student perception of School Climate from 42% favorable to 60% favorable.

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan.	Formative			Summative
Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Admin, Emergent Tree team and counselors **Title I:** 2.51, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1				900

Strategy 2 Details	Reviews			
Strategy 2: Provide monthly guidance lessons to all grade levels based on master schedule and guidance curriculum.	Formative			Summative
Strategy's Expected Result/Impact: improve student/peer relations and provide students with SEL skills	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Admin and counselors **Title I:** 2.53, 2.533				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increases opportunities for students to engage in leadership opportunities, such as classroom and campus jobs and Bison Ambassadors. **Strategy's Expected Result/Impact:** Develop leadership skills in students and foster a sense of value and purpose. **Staff Responsible for Monitoring:** Counselors and teachers **Title I:** 2.53, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics	901
Problem Statement 1: The needs of our ESL. highly mobile and eco dis students are not being met. **Root Cause**: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population	

School Culture and Climate
Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. **Root Cause**: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Board Goal 5: Culture of Excellence

Performance Objective 3: Continue to analyze and revise school-wide systems to promote a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all grade levels.

Evaluation Data Sources: Panorama survey results, academic growth measured by STAAR and other assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan. **Strategy's Expected Result/Impact:** Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. **Staff Responsible for Monitoring:** Admin, Emergent Tree team and counselors **Title I:** 2.51, 2.53, 2.533				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Continue to build effective, campus wide routines and procedures by providing staff training, practice clinics and modeling. **Strategy's Expected Result/Impact:** Protect instructional time **Staff Responsible for Monitoring:** teachers, admin and counselors **Title I:** 2.53, 2.533 **- TEA Priorities:** Improve low-performing schools				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 4: Increase student perception of and actual engagement from 39% to 55% as measured by Panorama Survey.

Evaluation Data Sources: AVID and administrative walkthroughs, Panorama Survey results and student grwoth measures.

Strategy 1 Details	Reviews			
Strategy 1: Implement use of iLead curriculum for a minimum of 30 minutes per week.	Formative			Summative
Strategy's Expected Result/Impact: Improve students' SE well being	Oct	Jan	Mar	May
Title I: 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Use AVID WICOR strategies to increase engagement of students and opportunities for deeper understanding of curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Improve student engagement and sense of responsibility for learning.	Oct	Jan	Mar	May
Title I: 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement a structured student progress system/ use of data folders in grades K-5 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. **Strategy's Expected Result/Impact:** Show growth in all content, build confidence and promote student accountability for their own learning. **Staff Responsible for Monitoring:** Teachers, admin team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

904

Ector County Independent School District

Lyndon B. Johnson Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

905

Mission Statement

We Find Success in Each one, Some way, Every day

Vision

At LBJ Elementary School, we envision a dynamic and inclusive learning environment where every student is inspired to achieve academic excellence, embrace their unique talents, and become compassionate, responsible global citizens. Through innovative teaching, a nurturing community, and a commitment to lifelong learning, we strive to empower our students to reach their full potential and make a positive impact on the world.

Value Statement

One Percent Better – We believe we can improve by one percent every single day. We set goals to achieve small improvements in each lesson.

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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, students in 3rd, 4th, and 5th grade will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 41% to 46%, 4th grade students from 39% to 44%, and 5th grade students from 64% to 69%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade levels above their diagnostic reading placement to promote academic rigor, build reading stamina, and accelerate growth toward grade-level proficiency. **Strategy's Expected Result/Impact:** As a result of consistent exposure to texts that are 0.5 to 1.0 grade levels above students' diagnostic placement, students will develop stronger comprehension skills, expand academic vocabulary, and demonstrate measurable growth in reading proficiency. This approach is expected to increase the percentage of students reaching or exceeding grade-level standards on formative assessments and end-of-year benchmarks. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students in grades K-5 will engage in daily writing tasks across all content areas. Bi-monthly writing samples will be collected from each grade level and subject area to monitor student progress and inform instruction. Additionally, teachers will conduct at least one writing conference with each student during the bi-monthly period to provide individualized feedback, support skill development, and promote writing growth. **Strategy's Expected Result/Impact:** Consistent daily writing practice combined with bi-monthly writing sample collection and individualized teacher conferences will lead to improved writing fluency, organization, and content development across all grade levels. Students will demonstrate measurable growth in writing proficiency, as evidenced by rubric-aligned assessments, increased performance on district and state writing benchmarks, and stronger written communication across subject areas. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will engage in MindPlay Reading for 20 minutes each day, five days per week. Consistent daily practice builds reading fluency, strengthens comprehension, and ensures reading growth. **Strategy's Expected Result/Impact:** Consistent utilization of Mindplay Reading will result in one years worth of growth in reading. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **Funding Sources:** Mindplay Studio - Title One School- Improvement - $6,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: During the Science of Reading Part 1 training with Strobel Education, teachers will learn the research-based foundations of how students learn to read and why evidence-based practices matter. They will explore the Simple View of Reading, which highlights the connection between decoding and language comprehension, and study the five essential pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. **Strategy's Expected Result/Impact:** Teachers will be equipped with evidence-based strategies from the Science of Reading to improve student literacy and ensure all learners build strong reading foundations. **Staff Responsible for Monitoring:** MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.53, 2.534 **Funding Sources:** Training for Consultant Strobel Learning - Title One Instructional Continuity - $6,000				

No Progress Accomplished Continue/Modify Discontinue

910

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, students in 3rd, 4th, and 5th grade will increase their Meets Performance in math proficiency as evidence by the STAAR Examination. Specifically, 3rd grade students will improve from 36% to 41%, 4th grade students from 33% to 38%, and 5th grade students from 34% to 39%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Begin math instruction with hands-on manipulatives to build conceptual understanding and engage students in concrete learning experiences. Gradually transition from manipulatives to visual representations and abstract problem-solving to strengthen number sense and mathematical reasoning. **Strategy's Expected Result/Impact:** Using hands-on manipulatives at the start of math instruction will enhance students' conceptual understanding by making abstract concepts tangible. This approach increases student engagement, promotes deeper mathematical reasoning, and lays a strong foundation for mastery of grade-level standards. As a result, students are expected to demonstrate improved problem-solving skills, greater confidence in math, and measurable growth in math proficiency on assessments. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement small-group differentiated instruction based on ongoing formative assessments to target specific skill gaps and accelerate learning. **Strategy's Expected Result/Impact:** Implementing small-group differentiated instruction informed by ongoing formative assessments will allow teachers to address individual student needs more effectively, targeting specific skill gaps. This tailored approach accelerates learning by providing focused support and challenges at the appropriate level, leading to increased student engagement, higher mastery of math concepts, and improved overall math proficiency as reflected in formative and summative assessments. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide teachers with regular opportunities to practice math lesson delivery through "at-bats" during PLCs or coaching cycles. These practice sessions will focus on modeling effective instructional strategies, refining questioning techniques, and ensuring alignment to lesson objectives. Feedback from instructional coaches or peers will be used to strengthen lesson delivery and promote consistent, high-quality math instruction across classrooms. **Strategy's Expected Result/Impact:** Providing teachers with regular "at-bats" to practice and refine math lesson delivery will lead to more consistent, high-quality instruction across classrooms. As teachers improve their instructional clarity, pacing, and use of questioning, students will experience more effective and engaging math lessons. This is expected to result in increased student understanding of core math concepts, stronger classroom discourse, and measurable gains in math proficiency on both classroom-based and standardized assessments. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.534 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				912

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All grade levels will dedicate 10 minutes daily to targeted practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate. This structured, consistent practice will be embedded into the daily math routine to build automaticity, accuracy, and confidence in foundational math skills. **Strategy's Expected Result/Impact:** Daily dedicated practice of basic math facts will improve students' speed and accuracy in computation, leading to greater automaticity and reduced cognitive load during problem-solving. As a result, students will be able to engage more confidently and efficiently with higher-order math tasks, contributing to improved overall math performance and growth on formative assessments and standardized tests. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency. **Root Cause**: These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.
Problem Statement 2: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. **Root Cause**: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency. **Root Cause**: These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.

Curriculum, Instruction, and Assessment

Problem Statement 2: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. **Root Cause**: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

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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, 5th grade students will demonstrate increased proficiency in science by improving their Meets Performance from 38% to 43%, as measured by the STAAR examination.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate weekly hands-on labs and inquiry-based activities aligned to TEKS to deepen conceptual understanding and promote scientific thinking. Students will engage in predicting, experimenting, observing, and drawing conclusions to connect classroom learning with real-world applications. **Strategy's Expected Result/Impact:** Integrating weekly hands-on labs and inquiry-based activities will increase student engagement and deepen understanding of scientific concepts by connecting learning to real-world experiences. As students regularly practice scientific processes--such as predicting, experimenting, and analyzing--they will develop stronger critical thinking and problem-solving skills. This approach is expected to lead to higher student achievement on science assessments, improved retention of content, and increased performance on the 5th grade science STAAR. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				915

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement consistent science vocabulary instruction using word walls, interactive notebooks, and daily review routines. Emphasis will be placed on tier 3 academic vocabulary to strengthen students' comprehension of scientific texts and assessments. **Strategy's Expected Result/Impact:** Consistent instruction and reinforcement of tier 3 science vocabulary will enhance students' ability to comprehend complex scientific texts, follow multi-step directions, and accurately interpret assessment questions. As students internalize key academic terms through visual supports, interactive notebooks, and daily review, they will demonstrate improved content knowledge, stronger written and verbal explanations of scientific concepts, and increased performance on vocabulary-dependent items on the 5th grade science STAAR. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Use exit tickets, quizzes, and benchmark data to identify learning gaps and implement targeted, small-group interventions. Weekly spiral review of previously taught concepts will ensure retention and readiness for the cumulative nature of the 5th grade science STAAR assessment. **Strategy's Expected Result/Impact:** Using exit tickets, quizzes, and benchmark data to guide small-group interventions will allow for timely, targeted support to address individual student learning gaps. Coupled with weekly spiral review, this approach will reinforce previously taught concepts and build long-term retention. As a result, students will enter the 5th grade science STAAR assessment with a stronger foundation, greater confidence, and improved performance on cumulative science standards. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** 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 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2026, students in grades Kindergarten through 3rd grade will demonstrate increased academic growth, as measured by end-of-year growth targets on the NWEA MAP Assessments. Specifically:

Kindergarten students will increase the percentage of those meeting growth goals from 61% to 66%.

1st grade students will increase from 59% to 64%.

2nd grade students will increase from 64% to 69%.

3rd grade students will increase from 69% to 74%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP Data, SCA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grades Kindergarten and 1st will focus on implementing Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will follow the program's scope and sequence, deliver daily phonics lessons, and use ongoing progress monitoring to guide instruction and support student mastery. Students in 2nd-3rd grade will systematically utilize the HMH Phonics section daily to reinforce foundational skills and promote reading fluency. **Strategy's Expected Result/Impact:** Consistent and systematic use of Saxon Phonics in Kindergarten and 1st grade, along with daily utilization of the HMH Phonics section in 2nd-3rd grade, will strengthen students' foundational reading skills. This targeted instruction will improve phonemic awareness, decoding, and fluency, leading to increased reading growth and a higher percentage of students meeting or exceeding grade-level benchmarks by the end of the year. **Staff Responsible for Monitoring:** Department Level Leads, MCL, MRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive comprehensive training on I-Ready Magnetic Reading to effectively implement the program. Additionally, teachers will allocate dedicated time within their daily schedules to review I-Ready Magnetic Reading lessons with students, ensuring consistent practice and targeted support. **Strategy's Expected Result/Impact:** With targeted teacher training and dedicated instructional time, students will engage more effectively with the I-Ready Magnetic Reading program. This consistent exposure will enhance personalized learning, improve reading comprehension, and accelerate skill development. As a result, students are expected to show measurable growth in reading proficiency and increased mastery of grade-level reading standards. **Staff Responsible for Monitoring:** Department Level Leads, MCL, MRTs, Assistant Principal, Principal **Title I:** 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				

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.

Performance Objective 2: By May 2026, 85% of all students will pass the L.B. J. Elementary Knight (Sight) Word list as evidenced by daily, weekly, and monthly assessments.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: LBJ High Frequency Word Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students in Kindergarten, 1st, and 2nd grade will receive the grade-appropriate Dolch Sight Word lists and participate in a structured self-study program requiring mastery of specific lists each quarter. Parents will be expected to support students in learning these words at home, while teachers will monitor progress through daily checks, weekly reviews, and monthly assessments. **Strategy's Expected Result/Impact:** By implementing this structured sight word program, students in Kindergarten through 2nd grade will demonstrate increased mastery of grade-level sight words, resulting in stronger reading fluency, improved early literacy skills, and higher performance on district and state reading assessments. **Staff Responsible for Monitoring:** Department Level Leads, MCL, MRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will conduct quarterly sight word assessments for each student and collect data on every word mastered to monitor progress and guide instruction. **Strategy's Expected Result/Impact:** By conducting quarterly sight word assessments and tracking each word mastered, teachers will target instruction more effectively, resulting in increased student mastery of sight words and improved overall reading fluency. **Staff Responsible for Monitoring:** Department Level Leads, MCL, MRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

920

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: To support the goal of increasing College, Career, or Military Readiness, all LBJ Elementary students will continue developing foundational skills aligned with AVID and WICOR strategies.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Early implementation of AVID and WICOR strategies at the elementary level will cultivate essential skills such as organization, critical thinking, collaboration, and effective communication. Students will develop stronger academic habits and greater ownership of their learning, which will lead to improved engagement and achievement across subjects. Over time, this foundation will contribute to increased readiness for rigorous coursework in middle and high school, ultimately supporting higher rates of College, Career, or Military Readiness by graduation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in grades 2nd-5th will engage in daily use of planners to build organizational habits. All grade levels will engage in utilization of interactive notebooks to engage students in writing and note-taking, and structured opportunities for inquiry, collaboration, and focused reading. **Strategy's Expected Result/Impact:** Embedding these practices early will promote academic rigor, critical thinking, and ownership of learning, setting students on a path toward long-term success. **Staff Responsible for Monitoring:** Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53, 2.532 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** AVID Planners - Title One Instructional Continuity - $1,576.62				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: At LBJ, all grade levels and students will engage in WICOR strategies throughout Reading, Science, and Social Studies classes to strengthen critical thinking, collaboration, and content mastery. **Strategy's Expected Result/Impact:** At LBJ, all grade levels and students will engage in WICOR strategies during Reading, Science, and Social Studies, promoting active learning and collaboration that will result in stronger critical thinking skills, deeper content understanding, and improved academic achievement. **Staff Responsible for Monitoring:** Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53, 2.532 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

922

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: To support college and career readiness, LBJ Elementary will host College Day on the first Wednesday of each month.

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: Observation and walkthrough data will be collected.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students and staff will wear college gear and teachers will leading mini-lessons on college life, resulting in increased student awareness of higher education opportunities and the development of college-going mindsets from an early age. **Strategy's Expected Result/Impact:** This initiative will result in students developing early college-going mindsets, greater awareness of higher education opportunities, and increased motivation to pursue future college and career pathways. **Staff Responsible for Monitoring:** Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.532				923

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LBJ Elementary School will host a Career Day to highlight professions that require a college degree, inspiring students to explore future career pathways and the importance of higher education. **Strategy's Expected Result/Impact:** This Career Day will increase students' awareness of diverse professions, help them make connections between education and future opportunities, and foster early motivation to pursue college and career readiness. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, all teachers will implement blended learning strategies consistently, with 100% participation starting from the first week of school. Bi-weekly blended learning walkthroughs will be conducted to monitor fidelity and provide actionable feedback, resulting in at least an 85% increase in student engagement and proficiency as measured by classroom observations and formative assessments.

HB3 Board Goal

Evaluation Data Sources: Walkthroughs, Observations, Spot Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide professional development at the start of the year focused on blended learning best practices and technology integration. Teachers and all instructional staff will need to take at least one UTEACH Course on Blended Learning. **Strategy's Expected Result/Impact:** Providing professional development and requiring all instructional staff to complete a UTEACH course on blended learning will enhance teachers' confidence and competence in integrating technology and blended learning strategies effectively. As a result, instructional quality will improve, leading to more engaging, personalized learning experiences for students. This increased teacher proficiency is expected to translate into higher student engagement, better mastery of learning objectives, and measurable growth in academic performance. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				924

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize student data from formative assessments and digital platforms to personalize learning and adjust instruction. **Strategy's Expected Result/Impact:** Utilizing student data from formative assessments and digital platforms to personalize learning will enable teachers to identify individual strengths and areas for growth promptly. This targeted approach allows for timely instructional adjustments, ensuring that students receive the support or challenges they need to progress. As a result, student engagement and achievement will increase, leading to improved mastery of standards and higher overall academic growth. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Formative - Title One School- Improvement - $2,455.56				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Incorporate TEKS Bins across all grade levels as a formative assessment tool to systematically track student mastery of Texas Essential Knowledge and Skills (TEKS) standards. Teachers will regularly use TEKS Bins to identify learning gaps, guide targeted instruction, and monitor progress toward mastery. **Strategy's Expected Result/Impact:** Regular use of TEKS Bins across all grade levels will provide teachers with clear, actionable data on student mastery of standards, enabling timely identification of learning gaps. This targeted insight will improve instructional planning and intervention, leading to increased student mastery of TEKS objectives. Over time, students are expected to demonstrate higher achievement on formative assessments and end-of-year state tests. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: LBJ Elementary School will launch a new initiative funded by Dollar General Literacy Foundation called, "Bright Little Knights Read By Grade Three." The initiative is designed to ensure that 85% of LBJ Knights are reading on grade level by 3rd Grade.

HB3 Board Goal

Evaluation Data Sources: MAP Data, I-Ready Reading Data, High Frequency Word Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All K-3rd Grade teachers will attend Science of Reading Training Part 1 conducted by Strobel Education. Teachers will apply learning daily. Small Groups will be conducted. **Strategy's Expected Result/Impact:** As a result of the Science of Reading Part 1 training, K-3 teachers will apply research-based practices daily and implement targeted small groups, leading to stronger foundational reading skills, increased student engagement, and measurable growth in early literacy outcomes. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math				926

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Literacy materials and books will be purchased with funding from the Dollar General Literacy Foundation to support K-3rd grade learners in developing strong early reading skills. **Strategy's Expected Result/Impact:** Through the purchase of literacy materials and books funded by the Dollar General Literacy Foundation, K-3rd grade learners will have increased access to high-quality resources, resulting in improved reading fluency, stronger comprehension skills, and measurable growth in early literacy achievement. **Staff Responsible for Monitoring:** Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, PTA membership will increase from 87 to 125 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.

Evaluation Data Sources: PTA Membership;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Launch a family outreach campaign using newsletters, social media, and school events to promote PTA membership benefits and opportunities. **Strategy's Expected Result/Impact:** Launching a comprehensive family outreach campaign will increase awareness of the PTA's role and benefits, fostering stronger connections between families and the school community. As a result, more families will be motivated to join, leading to higher PTA membership, increased volunteer participation, and enhanced support for school initiatives. **Staff Responsible for Monitoring:** PTA President **ESF Levers:** Lever 3: Positive School Culture				927

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaborate with teachers and staff to personally invite parents and guardians to join the PTA. **Strategy's Expected Result/Impact:** By engaging teachers and staff to personally invite parents and guardians to join the PTA, the school will foster trust and build stronger relationships with families. This personalized approach is expected to increase parent buy-in and participation, leading to higher PTA membership rates and greater family involvement in school activities and decision-making. **Staff Responsible for Monitoring:** PTA President, Principal **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

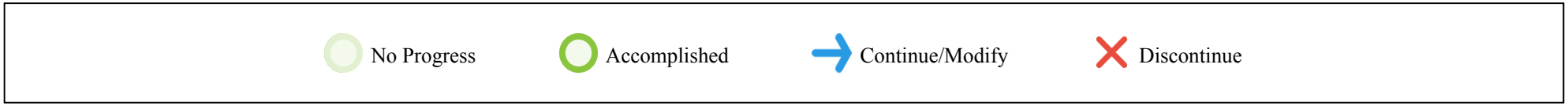
Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, overall student attendance will improve from 93.7% to 94% through targeted attendance initiatives, family engagement, and consistent monitoring of absenteeism.

Evaluation Data Sources: Weekly Attendance Monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish an early warning system to identify students with frequent absences. Provide targeted interventions such as attendance check-ins, mentoring, and personalized support plans to address underlying causes and encourage consistent attendance. **Strategy's Expected Result/Impact:** Implementing an early warning system to identify students with frequent absences will enable timely and targeted interventions that address the root causes of absenteeism. Personalized support such as attendance check-ins and mentoring will increase student accountability and engagement, leading to improved attendance rates. Over time, this approach is expected to reduce chronic absenteeism and contribute to overall higher school-wide attendance percentages. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Principal, Assistant Principal **Title I:** 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture				928

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LBJ will support improved attendance by implementing incentive programs for students, increasing parent communication and partnerships, providing targeted interventions for chronically absent students, and monitoring attendance data regularly to ensure timely support. **Strategy's Expected Result/Impact:** Improved attendance at LBJ will result in students gaining more instructional time, leading to stronger academic achievement, higher student engagement, and improved campus accountability outcomes. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Principal, Assistant Principal **Title I:** 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture				



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Board Goal 5: Culture of Excellence

Performance Objective 3: LBJ Administrators, Teachers, Staff, and students will follow the LBJ Elementary School Culture Rubric. LBJ Elementary School administrators, teachers, staff, and students will adhere to the strategies outlined in Uncommon Schools and Teach Like A Champion. LBJ students will be awarded Live School points daily and be presented with the opportunity to use points in the LBJ Knight Store.

Evaluation Data Sources: Discipline Referrals, Suspension Totals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: LBJ Administrators, Teachers, Staff, and Students will follow the LBJ Elementary School Culture Rubric. Campus will be observed on the rubric every 4 weeks. Areas of improvement will be updated on the LBJ Elementary School Plan of the Week. **Strategy's Expected Result/Impact:** This consistent monitoring and feedback cycle will foster a culture of accountability and excellence, ensuring continuous growth in teaching practices, student engagement, and overall campus climate. **Staff Responsible for Monitoring:** Administration, MCLs, MTRTs, and Department Leads **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				930

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LBJ Elementary School administrators, teachers, and staff will adhere to the strategies utilized in Uncommon Schools. **Strategy's Expected Result/Impact:** By implementing Uncommon Schools' proven practices, LBJ Elementary will enhance teacher capacity, ensure rigorous instruction, and support measurable gains in student outcomes. **Staff Responsible for Monitoring:** Administration, MCLs, MTRTs, and Department Leads **Title I:** 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: LBJ Elementary School Teachers and Staff will award each student between 3-5 Live School points per day based on a culture, behavior, and effort rubric. Students will be able to accumulate points to make purchases from the LBJ Knight Store. **Strategy's Expected Result/Impact:** By earning points daily, students will take ownership of their behavior and effort, leading to improved classroom culture and increased student engagement. **Staff Responsible for Monitoring:** Administration, MCLs, MTRTs, and Department Leads **Title I:** 2.51, 2.53, 2.531, 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Ector County Independent School District

Milam Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

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Mission Statement

The mission of Milam Elementary School is to cultivate successful and productive students who arecollaboraters, critical thinkers, problem solvers, risk takers, and scholars who understand the value of artistic expression and the arts. The school aims to foster emotionally mature individuals who are well-equipped to navigate a changing world.

Vision

Our vision is a community where all staff and scholars feel safe, supported, loved, respected, and encouraged to be lifelong learners who positively contribute to our world. They will take the wonderful elements of Milam with them everywhere they go!!

Value Statement

#ItsOURtimetoSHINE

Milam Core Values: Respect, Positivity, Integrity, Trustworthyness, Problem-Solver, Critical-Thinker, Creative-Mind, Perserverance, Leadership

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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, the percentage of students achieving or exceeding their Math RIT growth goal in grades Kindergarten through 5th grade will increase from 59% to 70% on the NWEA MAP assessment.

HB3 Board Goal

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: District checkpoints, NWEA MAP administered for K-2 three times a year and 3-5 twice a year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction, interventions, and tutoring will be offered in math. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** An increase in students achieving and/or exceeding their growth goal in Math. **Staff Responsible for Monitoring:** Grade-level teacher and the instructional leadership team. **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** After school tutoring stipend/pay - Local - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 **Funding Sources:** Learning platforms - iReady and My Math Academy - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus-wide, teachers will provide personalized instruction in math in order to meet individualized needs and promote individual growth. Workstations and small groups will be targeted instruction based upon student academic standard needs. Utilizing blended learning furniture and district models for student ownership and choice of seating during workstations and small groups **Strategy's Expected Result/Impact:** Individual student growth in NWEA math MAP. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Blended learning furniture, materials, etc. - State Blended Learning Grant				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. **Root Cause**: Inconsistent knowledge of TEKS implementation with blended learning.
Student Achievement
Problem Statement 1: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR. **Root Cause**: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test. **Root Cause**: Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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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 2: By May 2026, the percentage of 3rd through 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR math will increase from 46% to 58%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction and this will be observed in classroom walkthroughs. **Staff Responsible for Monitoring:** Classroom teachers, instructional coach, and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - School Organization 1 - Technology 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use blended learning to differentiate learning during math. **Strategy's Expected Result/Impact:** Student individual diverse needs will be met. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. **Root Cause**: Inconsistent knowledge of TEKS implementation with blended learning.
Student Achievement
Problem Statement 1: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR. **Root Cause**: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention. **Problem Statement 2**: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered. **Root Cause**: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.
Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test. **Root Cause**: Lack concrete application leveraging[939] blended learning strategies for students with intervention/enrichment needs.
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause**: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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, the percentage of students achieving or exceeding their reading RIT growth goal in grades Kindergarten through 5th grade will increase from 52% to 72% on the NWEA MAP assessment.

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: NWEA reading data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Organization 1 - Technology 1				940

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group instruction, interventions, and tutoring will be offered in math. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** NWEA reading data. **Staff Responsible for Monitoring:** Instructional Leadership Team, Teachers, Dyslexia Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use blended learning to differentiate learning during reading. **Strategy's Expected Result/Impact:** Students individual diverse needs will be met. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1				941

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. **Root Cause**: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.

School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause**: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

942

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, 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 30% to 45%.

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their science lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All science teachers will be well prepared to deliver quality Tier I instruction. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1 - Technology 1				943

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use blended learning to differentiate learning during science lessons. **Strategy's Expected Result/Impact:** Student diverse needs will be met. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will have two PLCs weekly led by a member of the Milam instructional leadership team or district approved support member. **Strategy's Expected Result/Impact:** All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction. **Staff Responsible for Monitoring:** Instructional Leadership team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

944

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. **Root Cause**: Inconsistent knowledge of TEKS implementation with blended learning.
Student Achievement
Problem Statement 2: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered. **Root Cause**: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: In 24-25, only 30% of fifth grade students met grade level expectations on the science STAAR. **Root Cause**: Lack of conceptual application for 3rd-5th grade science TEKS across grade levels.
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause**: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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

Performance Objective 1: By May 2025, the percentage of Kindergarten students who meet their projected growth on MAP English reading will increase from 68% to 78%.

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: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, iReady, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1				945

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple datapoints- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - Technology 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: An instructional coach has been hired to plan and implement PLCs and coach kindergarten teachers. **Strategy's Expected Result/Impact:** Kindergarten teachers will receive coaching using the district protocol and high quality PLCs. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2 - Technology 1				946

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. **Root Cause**: Inconsistent knowledge of TEKS implementation with blended learning.

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.

School Culture and Climate

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause**: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute. **Root Cause**: Systems are needed in place to develop and communicate pipelines for certification assistance.

Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause**: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Curriculum, Instruction, and Assessment

Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. **Root Cause**: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause**: A lack of consistent student data tracking and communication systems for parent communication.

Technology

Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology. 947

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

Performance Objective 2: By May 2025, the percentage of first grade students who meet or exceed their projected growth on MAP reading will increase from 72% to 82%.

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: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple datapoints- classroom discussions, iReady, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2				948

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores. **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - Technology 1				

No Progress Accomplished Continue/Modify Discontinue

949

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.
Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause**: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause**: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.
Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. **Root Cause**: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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

Performance Objective 3: By May 2025, the percentage of second grade students who meet or exceed their projected growth goal on MAP reading will increase from 73% to 83%.

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: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** : Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom teacher and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 - School Organization 1				950

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monolingual and bilingual teachers will use Saxon phonics daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom teachers and instructional leadership team. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 - Technology 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements: 951

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.
Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. **Root Cause**: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause**: A lack of consistent student data tracking and communication systems for parent communication.
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause**: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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: By May 2026, student school connectedness will increase to at least 72% from 60%.

HB3 Board Goal

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student of the month luncheon will take place monthly to promote student belonging and connectedness beginning in August. **Strategy's Expected Result/Impact:** Students will build character by practicing monthly character traits. **Staff Responsible for Monitoring:** Administration, counselor and teachers. **Title I:** 2.531 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2 - Family and Community Engagement 1				952

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize the SEL lessons provided by the district to support students social and emotional needs. **Strategy's Expected Result/Impact:** All adults and students **Staff Responsible for Monitoring:** Administration **Title I:** 2.531, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** I Lead - Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.
Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause**: Intentional time for students to connect with one another and build connections has not been integrated in the school day.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause**: A lack of consistent student data tracking and communication systems for parent communication.

953

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: By May 2026, student panorama data for self-efficacy will increase from 57% to 70%.

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

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize morning assembly where the campus will come together first thing in the morning and will use morning affirmations to build self-esteem. **Strategy's Expected Result/Impact:** Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Classroom teachers, supporting staff, and leadership. **Title I:** 2.531 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				954

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. **Strategy's Expected Result/Impact:** Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. **Staff Responsible for Monitoring:** Classroom teachers, counselor, and leadership. **Title I:** 2.53, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause**: A lack of consistent student data tracking and communication systems for parent communication.

955

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, an AVID Site Team committee, compromised of various teachers, will collaborate to align the work of AVID and Blended Learning within the classroom.

HB3 Board Goal

Evaluation Data Sources: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure all new teaching staff are trained in AVID implementation utilizing district AVID support. **Strategy's Expected Result/Impact:** Implementation and understanding of AVID strategies. **Staff Responsible for Monitoring:** Administrators, teachers, AVID Site team **Title I:** 2.532, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 1				956

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate WICOR strategies within their lessons and across content. **Strategy's Expected Result/Impact:** Rigorous and equitable instruction. **Staff Responsible for Monitoring:** AVID Site team, teachers, administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Culture and Climate 1 - School Organization 1 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. **Root Cause**: Inconsistent knowledge of TEKS implementation with blended learning.
School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.
Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause**: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause**: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause**: A lack of consistent student data tracking and communication systems for parent communication.
School Organization 957
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause**: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause**: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, all students and staff will be sorted into Houses utilizing the Ron Clark Academy House System in which students will engage in student led house meetings to have student voices heard.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students and staff will be sorted into houses by September 2025. **Strategy's Expected Result/Impact:** All students will have a connect space of students in which they belong. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1				958

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student and staff house meetings with planned agendas surrounding the campus improvement plan goals will begin no later than October 2025. **Strategy's Expected Result/Impact:** Student and staff show growth in voice, belonging, and connectedness. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.52, 2.53, 2.531 **Problem Statements:** School Culture and Climate 1, 2, 3 - Family and Community Engagement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause**: There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause**: Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause**: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause**: A lack of consistent student data tracking and communication systems for parent communication.

959

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, student daily attendance will increase to 98% from 96%.

Evaluation Data Sources: Monthly attendance dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom teachers will contact parents at three absences a month. **Strategy's Expected Result/Impact:** Parent Connections and increased student attendance. **Staff Responsible for Monitoring:** Classroom Teachers and Administration **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 2				960

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilizing parent contact through the use of attendance growth plans for two way parent communication once students reach eight absences. **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause**: Intentional time for students to connect with one another and build connections has not been integrated in the school day.

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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, the staff professional learning will increase to at least 72% on the Panorama survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Formation of various campus committees to develop teamwork and teacher voice in campus decisions through the use of the Ron Clark Academy House System. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administration, teachers, staff, and committees. **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2				962

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback. Through Title I funds and/or local funds, teachers and administration will attend research based training to build individual teacher pedagogy that will be brought back to the campus and shared campus wide to build pipelines within the school and increase professional growth. **Strategy's Expected Result/Impact:** Teachers and staff will have increased knowledge and increased sense of appropriate professional learning. **Staff Responsible for Monitoring:** All teaching staff and administration. **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Professional Development - Local - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause**: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause**: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

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Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2026, Milam will be fully staffed with high quality teaching staff that are certified and/or working towards their certification.

Evaluation Data Sources: Teacher certification, staffing, and retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will participate in goal setting meetings with the campus instructional team to create two goals, one being a professional development goal. If teaching staff is not certified, administration will support that teacher utilizing district resources. **Strategy's Expected Result/Impact:** Teachers will reach professional learning goals through action steps achieved throughout the year. **Staff Responsible for Monitoring:** Staff and Instructional Leadership Team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2				964

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will continue engaging in community recruiting practices. **Strategy's Expected Result/Impact:** Highly qualified staff in all teaching positions. **Staff Responsible for Monitoring:** Administration **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute. **Root Cause**: Systems are needed in place to develop and communicate pipelines for certification assistance.
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause**: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

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Ector County Independent School District

Murry Fly Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Murry Fly Mission Statement

With a commitment to excellence, Murry Fly's mission is to provide powerful teaching and learning opportunities combined with high expectations, guiding all learners to achieve their full potential.

Vision

Murry Fly Vision Statement

Our vision is to be the academic leader in our community by encouraging students to become self-motivated learners and guiding them to reach their full potential through academic rigor. We are committed to involving parents in their child’s lifelong learning journey and to providing a safe, nurturing environment supported by active engagement from community stakeholders.

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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 of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 39 % to 55%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly Math Teachers will incorporate ST Math and iReady into their daily Math block to build Math fluency and ensure student growth. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction aligned to state standards and modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Opportunity Culture, Lead Teachers - Title One School-wide - $98,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. **Strategy's Expected Result/Impact:** This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. **Root Cause**: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.

Curriculum, Instruction, and Assessment

Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. **Root Cause**: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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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 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 37% to 48%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				972

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. **Strategy's Expected Result/Impact:** This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. **Root Cause**: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. **Root Cause**: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

974

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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 15% to 30%.

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

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will participate in professional learning provided by the school district using the Science adoption and Science Cut Ups, following the scope and sequence to ensure student growth. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide effective Tier 1 instruction aligned to state standards. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				975

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

976

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. **Root Cause**: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. **Root Cause**: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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

Performance Objective 1: The percentage of students K-2 achieving or exceeding their READING RIT goal will increase from 47% to 57%.

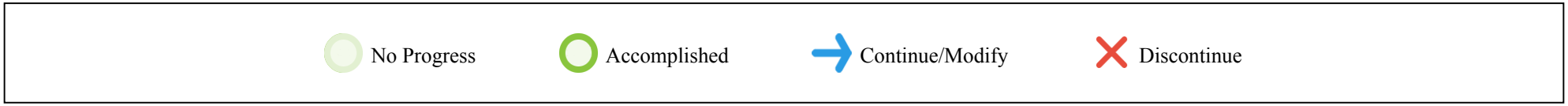
HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will engage in rigorous, grade-level instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				977

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-3 students will complete their recommended time on i-Ready. **Strategy's Expected Result/Impact:** Students will reinforce their learning through individualized lessons and activities. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52 **- 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 **- Targeted Support Strategy - Results Driven Accountability**				



978

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

Performance Objective 2: The % K-2 students will show growth from 32 % to 55% on their READING MAP ASSESSMENT.

HB3 Board Goal

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: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly's Title I aides will provide support to students with additional individualized instruction. **Strategy's Expected Result/Impact:** Instructional aides will support the delivery of targeted instruction to a greater number of students. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Instructional Aides - Title One School-wide - $132,000				979

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs , Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

980

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 28% to 40%.

HB3 Board Goal

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

Evaluation Data Sources: 3RD GRADE STAAR READING ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs , Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				981

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use iReady lessons and resources for targeted instruction. **Strategy's Expected Result/Impact:** Students will receive scaffolded instruction modeled after STAAR, addressing specific student needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. **Strategy's Expected Result/Impact:** This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				982

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. **Root Cause**: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.

Curriculum, Instruction, and Assessment

Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. **Root Cause**: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

983

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

Performance Objective 1: School-wide Panorama data in the area of student School Connectedness will increase from 98% to 100%.

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 - 2026 Goal: 52%

Evaluation Data Sources: PANORAMA SURVEY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom teacher will incorporate weekly SEL using i-Lead. Our school counselor will also provide Guidance Lessons monthly for every classroom. **Strategy's Expected Result/Impact:** Students will participate in discussions and activities that will help them feel cared for by teachers and peers. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture				984

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will house a full time social worker from Communities in Schools focusing on working with at risk students and their families. **Strategy's Expected Result/Impact:** Attendance, SEL and academic issues addressed. **Staff Responsible for Monitoring:** Administrators, CIS **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 93.2% to 95%.

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

Evaluation Data Sources: DAILY ATTENDANCE REPORTS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will generate weekly and monthly attendance reports and contact parents of students with chronic absences. In alignment with the truancy policy, the school will make and document contact at 3, 5, 7, and 10 absences. **Strategy's Expected Result/Impact:** Parents will be educated on the significance of regular student attendance and its direct impact on academic achievement. **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Counselor, Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				985

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will host monthly attendance celebrations, recognizing one class per grade level with the highest attendance. **Strategy's Expected Result/Impact:** Monthly attendance celebrations will promote consistent student attendance, resulting in improved overall attendance rates and increased student engagement across all grade levels. **Staff Responsible for Monitoring:** Classroom teachers, Counselors, Administrators, Communities in Schools **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance only increased from 92.6% to 93.2 % in 2024-2025. **Root Cause**: Contracts were not issued to enough students with a pattern of excessive absences from previous years. Attendance monitoring and early interventions were not conducted consistently. The campus will require an attendance lead.

986

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 0%.

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: PEIMS discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use restorative practices to address student behavior in a positive way, by consistently using CHAMPS to create a positive and respectful school environment.. **Strategy's Expected Result/Impact:** Staff will help students talk through conflicts rather than escalating using referrals that result in using suspensions or removals from class. This will help keep students in school and learning. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				987

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors will meet regularly with students to teach social skills, manage emotions, and build positive relationships. This support will help prevent behavior problems before they happen. **Strategy's Expected Result/Impact:** This support will help reduce behavior issues by addressing them early. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **Title I:** 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

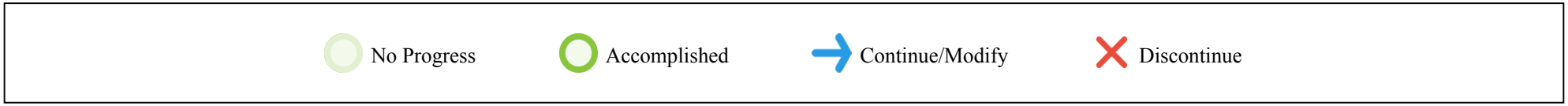
Board Goal 4: Classroom Excellence

Performance Objective 1: The campus will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Evaluation Data Sources: Learning walk documentation, STAAR, Checkpoint Data, District Benchmark, NWEA Map

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators Title I **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				988

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. **Strategy's Expected Result/Impact:** This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				



989

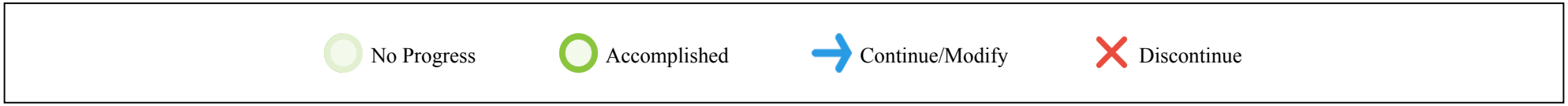
Board Goal 4: Classroom Excellence

Performance Objective 2: The number of Opportunity Culture completed coaching cycles for all MCLs will increase from 41% to 95% by May 2026.

Evaluation Data Sources: Observational Coaching Data tracking tool in Schoolmint Grow

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. **Strategy's Expected Result/Impact:** Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				990

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs will be supported by Reach Associates or Teacher Residents who will cover their classes, allowing MCLs time to coach and support teachers through observations, modeling, and planning. **Strategy's Expected Result/Impact:** MCLs will have increased capacity to coach and support teachers consistently. This will lead to improved instructional practices and stronger student outcomes across classrooms. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Reach Associates - Title One School-wide - $66,000				



991

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase percentage of Certified teachers in ECISD Classrooms, from 92% to 100% June 2026.

Evaluation Data Sources: District/Human Capital SQL Reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incorporate individualized plans and communications with our current non certified instructional staff, including District of Innovation (DOI) Non-certified Teachers and Instructional Facilitators (Instructional Facilitators) to ensure information, accountability, and support in obtaining their teaching certification. **Strategy's Expected Result/Impact:** Communication, Support, and accountability to help non-certified instructional staff work towards certification. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1				992

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will actively recruit certified teachers. **Strategy's Expected Result/Impact:** Certified teachers are better equipped to support student learning and meet curriculum standards. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary is supported by two instructional facilitators, rising student enrollment has led to increasing class sizes, placing greater demands on instructional support and classroom management. **Root Cause**: Increased class sizes, combined with insufficient staffing support, have limited the ability of teachers to deliver consistent, high-quality Tier 1 instruction, resulting in reduced instructional effectiveness and unmet student needs in the general education setting.

993

Board Goal 5: Culture of Excellence

Performance Objective 1: Murry Fly will decrease percent of irregularities related to MAP testing in 2025-2026 to 0 by May 2026.

Evaluation Data Sources: Campus testing irregularity reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Testing Coordinators will receive regular training to ensure they are fully prepared to implement all testing procedures accurately, efficiently, and in compliance with district and state guidelines. **Strategy's Expected Result/Impact:** Training will result in fewer testing irregularities and increased reliability of student assessment data. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

994

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive regular training to ensure they are fully prepared to implement all testing procedures accurately, efficiently, and in compliance with district and state guidelines. **Strategy's Expected Result/Impact:** Training will result in fewer testing irregularities and increased reliability of student assessment data. **Staff Responsible for Monitoring:** Campus Testing Coordinators, Campus Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Murry Fly will provide a safe and supportive environment by May 25/26.

Evaluation Data Sources: Legal Essentials Checklists, Safe Schools completion, Staff Sign-in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will create a safe and supportive environment by implementing clear behavior expectations, promoting positive relationships, and providing social-emotional learning opportunities for all students. **Strategy's Expected Result/Impact:** Lead to improved student behavior, stronger relationships between students and staff, and increased student engagement and academic success. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

995

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will be trained to respond to student needs with consistency and care using effective PBIS strategies. **Strategy's Expected Result/Impact:** Lead to improved student behavior, stronger relationships between students and staff, and increased student engagement and academic success. **Staff Responsible for Monitoring:** Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Murry Fly will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects Pre-K/12.

Evaluation Data Sources: STAAR, NWEA Map, checkpoint data, District Benchmarks, TIA Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver effective, rigorous, Tier One instruction by planning rigorous, standards-aligned lessons that engage all learners. **Strategy's Expected Result/Impact:** Ensure all students are challenged and supported in meeting grade-level expectations, leading to student growth and achievement as measured by state and district assessments. **Staff Responsible for Monitoring:** Admin, MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				996

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive ongoing professional development and instructional coaching that will support them in using high-impact strategies. **Strategy's Expected Result/Impact:** Effective professional development and coaching ensures students receive effective instruction leading to student growth and achievement as measured through state and district assessments. **Staff Responsible for Monitoring:** Teachers, MCLs and Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

New Tech Odessa High School

2025-2026 Board Goals/Performance Objectives/Strategies



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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, the percentage of students achieving or exceeding their READING RIT goal will increase from 58% to 61%.

HB3 Board Goal

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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding individual growth on EOY MAP Reading RIT **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement. **Strategy's Expected Result/Impact:** Increase in MAP Reading RIT in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **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 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 53% to 58%.

HB3 Board Goal

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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				1001

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement. **Strategy's Expected Result/Impact:** Increase in MAP Math RTI scores in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **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 3: By May of 2026, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 50% to 60%.

HB3 Board Goal

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: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **ESF Levers:** Lever 5: Effective Instruction				1002

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on Algebra 1 STAAR EOC **Staff Responsible for Monitoring:** Teachers **ESF Levers:** 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 percentage of students performing at the MEETS level on English 1 EOC will increase from 81% to 85%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **ESF Levers:** Lever 5: Effective Instruction				1003

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on English 1 EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** 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 percentage of students performing at the MEETS level on English 2 EOC will increase from 79% to 82%.

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on English 2 EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** 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 percentage of students performing at the MEETS level on Biology EOC will increase from 85% to 88%.

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on Biology EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** 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 7: By May of 2026, the percentage of students performing at the MEETS level on US History EOC will increase from 89% to 92%.

Evaluation Data Sources: STAAR EOC, Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on US History EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1006

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

1007

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: By May of 2026, the percentage of student daily attendance will increase from 95.8% to 97%.

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

Evaluation Data Sources: District Attendance Dashboard, Weekly Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Track and analyze attendance data weekly to address individual student attendance. **Strategy's Expected Result/Impact:** Increase campus attendance percentage through individual students. **Staff Responsible for Monitoring:** Attendance clerk, Principal, Dean of Students, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance clerk will contact parent/guardian when student is absent without a reason. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerk, Administration **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1008

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: By May of 2026, the percentage of Seniors meeting CCMR will be maintained at 100%.

HB3 Board Goal

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: District Reports, On Data Suite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase the campus CCMR accountability. **Staff Responsible for Monitoring:** Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1009

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselor will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability **Staff Responsible for Monitoring:** Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

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: By May of 2026, NTO will maintain low student discipline infractions / discipline referrals (10 or less) for the school year.

Evaluation Data Sources: PEIMS Discipline Report, Focus Discipline Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will set clear expectations and reinforce campus expectations through culture days. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will set clear expectations and reinforce expectations in classrooms. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1010

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2026, 90% of NTO Facilitators will conduct one campus learning walk per month.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: NTO Administration will create a learning walk tracker. **Strategy's Expected Result/Impact:** Increase teaching and student learning. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: NTO Facilitators will utilize the District Look-Fors and provide a glow and a grow. **Strategy's Expected Result/Impact:** Increase in teaching best practices. **Staff Responsible for Monitoring:** Facilitators **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	May
				1011

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2026, 100% of NTO Facilitators will have completed at least one project-based learning project or three problem-based learning problems.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administration will create a progress tracker for facilitators. **Strategy's Expected Result/Impact:** Ensure facilitators meet the campus requirements. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Facilitators and administrators will provided targeted PBL/PrBL training. **Strategy's Expected Result/Impact:** Increase in project planning and quality. **Staff Responsible for Monitoring:** Facilitators, Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

1012

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2026, the percentage of student school connectedness will increase from 49% to 52%.

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will proactively build relationships and enhance communication with students and families through multiple forms, such as informational meetings, open house, Focus Communication, NTO's website, social media, and parent meetings. **Strategy's Expected Result/Impact:** An increase of 3% in student connectedness as measured in the Panorama surveys. **Staff Responsible for Monitoring:** Principal, Dean of Students, Facilitators **ESF Levers:** Lever 3: Positive School Culture				1013

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will meet with Student Council once a month to facilitate and gather input for school events and culture **Strategy's Expected Result/Impact:** An increase of 3% in student connectedness as measured in the Panorama surveys. **Staff Responsible for Monitoring:** Principal, Dean of Students, Facilitators **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2026, the percentage of student sense of belonging will increase from 49% to 52%.

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement and facilitate iLead in classrooms. **Strategy's Expected Result/Impact:** Increase mental health and well being **Staff Responsible for Monitoring:** Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO administration will meet once a month with facilitators to provide input about student experience on campus. **Strategy's Expected Result/Impact:** Increase sense of belonging and school pride **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Nimitz Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

1015

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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.

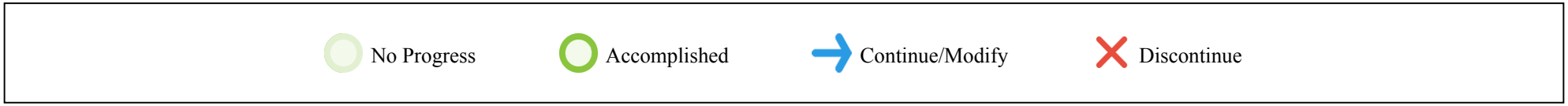
Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 68% to 74%

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 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use MAP Growth data to identify students not on track to meet their RIT goals and provide consistent, differentiated small group instruction during intervention/enrichment blocks. **Strategy's Expected Result/Impact:** 74% of students will meet or exceed Reading RIT scores **Staff Responsible for Monitoring:** Admin, MCL, IC, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1017

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Enhance Professional Learning Communities (PLCs) to include regular MAP RIT goal monitoring, instructional planning tied to student needs, and progress checks. **Strategy's Expected Result/Impact:** 74% of students will meet or exceed Reading RIT scores **Staff Responsible for Monitoring:** MCLs, Admin, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



1018

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 of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 36% to 42%

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: EOY MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use MAP Growth data to identify students not on track to meet their RIT goals and provide consistent, differentiated small group instruction during intervention/enrichment blocks. **Strategy's Expected Result/Impact:** 42% of students will meet or exceed Math RIT scores **Staff Responsible for Monitoring:** Admin Team, MCL, Math Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1019

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Enhance Professional Learning Communities (PLCs) to include regular MAP RIT goal monitoring, instructional planning tied to student needs, and progress checks. **Strategy's Expected Result/Impact:** 42% of students will meet or exceed Math RIT scores **Staff Responsible for Monitoring:** Admin Team, MCL, Math Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- 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 3: By May of 2026, the percentage of students performing at the meets level on the Algebra I EOC will increase from 72.4% to 79% as measured by STAAR.

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR EOC Score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach. **Strategy's Expected Result/Impact:** Increase Meets from 72.4% to 79% **Staff Responsible for Monitoring:** Alg. 1 Teacher, Admin, **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1020

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus Tier 1 instruction on high-leverage, readiness TEKS that are most frequently tested and carry the most weight on the Algebra I EOC. 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. **Strategy's Expected Result/Impact:** Increase in the number of students meeting grade level on the Alg. 1 EOC **Staff Responsible for Monitoring:** Alg 1 Teacher, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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 percentage of students performing at the Meets level on the 6th -8th grade Math STAAR will increase from 20% to 26%.

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: Checkpoints, BOYMAP, STAAR Interim, STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize data to assess student achievement and will disaggregate checkpoints, BOY MAP, and interim data to track students' growth. **Strategy's Expected Result/Impact:** Increase in 7th grade meets performance measured by the 2026 STAAR **Staff Responsible for Monitoring:** MCL, Teachers, Admin Team **Title I:** 2.534, 2.535 **- 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				1021

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess students' learning level and adjust lessons accordingly with reteach **Strategy's Expected Result/Impact:** Increase in 7th grade meets performance to 20% **Staff Responsible for Monitoring:** MCL, Teachers, Admin Team **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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through support of Region 18, curriculum, Department head, implementation of the PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of MathTEKS/standards. **Strategy's Expected Result/Impact:** Increase of students who MEET on the STAAR test **Staff Responsible for Monitoring:** Admin DC Teachers **Title I:** 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1022

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.

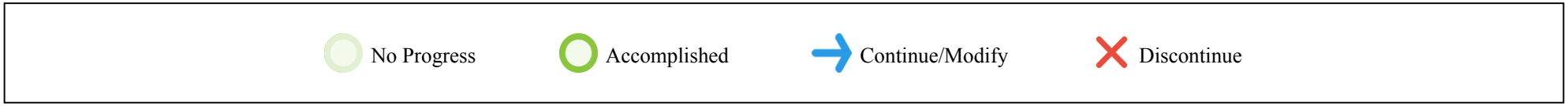
Performance Objective 5: By May of 2026, the percentage of students performing at the Meets level on 6th-8th Reading STAAR will increase from 48% to 54%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Checkpoints, STAAR Interim, STAAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using I-Ready data, BOY MAP data, and district checkpoint assessments teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess students learning level and adjust lessons accordingly with reteach **Strategy's Expected Result/Impact:** Increase in 7th grade meets performance to 20% **Staff Responsible for Monitoring:** Teachers, Admin Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				1023

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach. **Strategy's Expected Result/Impact:** Increase in 7th grade meets performance to 20% **Staff Responsible for Monitoring:** Teachers, Admin Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				



1024

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.

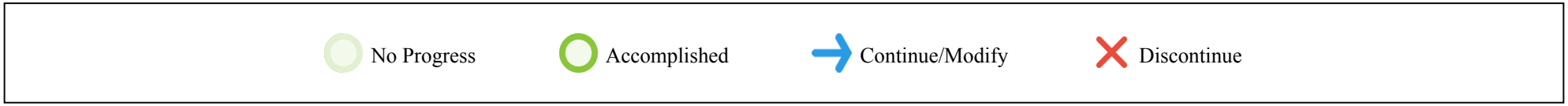
Performance Objective 6: Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 43% to 50% by the end of May 2026.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR Science, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using BOY MAP data, and district checkpoint assessments teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach **Strategy's Expected Result/Impact:** Student achievement will increase to 50% on Meets STAAR **Staff Responsible for Monitoring:** Teachers, MCL, Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				1025

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use district checkpoints and teacher-created tests to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach **Strategy's Expected Result/Impact:** Student achievement will increase to 50% on Meets STAAR **Staff Responsible for Monitoring:** Teachers, MCL, Admin **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Title 1 Funds Region 18 - State Comp Ed				



1026

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.

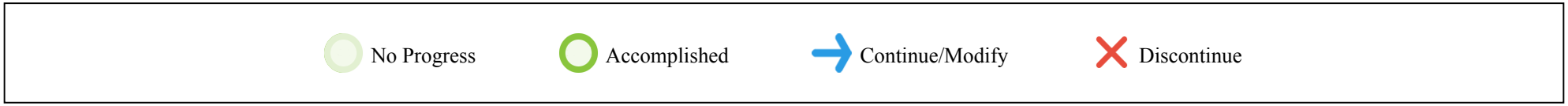
Performance Objective 7: Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 10% to 20% by the end of May 2026.

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

Evaluation Data Sources: Social Studies STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Through support of Region 18, curriculum, Department head, implementation of the PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of SS TEKS/standards. **Strategy's Expected Result/Impact:** Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				1027

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach **Strategy's Expected Result/Impact:** Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Title 1 Funds Region 18 - State Comp Ed				



1028

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

1029

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

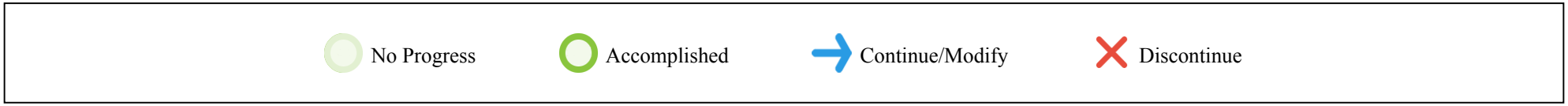
Performance Objective 1: By May 2026, Nimitz will increase student awareness and engagement in college, career, and military readiness activities through the implementation of monthly CCMR-focused lessons, career exploration events, and student self-assessments, as measured by pre- and post-program surveys and participation tracking.

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

Evaluation Data Sources: AVID evidence, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms. **Strategy's Expected Result/Impact:** Increase CCMR awareness and build student knowledge **Staff Responsible for Monitoring:** Admin, ACID Teacher **Title I:** 2.535 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				1030

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will hold a CCMR fair campus-wide in the Spring to increase student awareness and exposure to college, career, and military readiness opportunities through an engaging and informative campus-wide fair. **Strategy's Expected Result/Impact:** Increases awareness of college, career, and/or military options after attending the fair **Staff Responsible for Monitoring:** Admin, AVID, CIS **Title I:** 2.535 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				



1031

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: By May of 2026, student attendance will increase from 92% to 94%.

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

Evaluation Data Sources: Attendance Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will follow the tiered intervention for students with Chronic absenteeism by documenting calls home in Eduphoria. Teachers, Counselors, AP's, and Principal will call home and document in Eduphoria. **Strategy's Expected Result/Impact:** Decrease in chronic absenteeism **Staff Responsible for Monitoring:** Admin Team **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will have attendance wars and the grade level with attendance at or above 94% will win a prize **Strategy's Expected Result/Impact:** Increase in attendance **Staff Responsible for Monitoring:** Attendance clerk, Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

1032

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 of 2026, decrease the number of discipline referrals from 1360 to 1100.

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 - 2026 Goal: 52%

Evaluation Data Sources: Discipline data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of Emergent Tree and consistent expectations campus-wide. Respectful, Responsible, Ready **Strategy's Expected Result/Impact:** Decreased number in referrals **Staff Responsible for Monitoring:** Admin, Discipline Clerk				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents. **Strategy's Expected Result/Impact:** Increased student by-in and belonging **Staff Responsible for Monitoring:** Admin, MTSS Campus Behavior Coordinator **ESF Levers:** Lever 3: Positive School Culture				1033

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Culture of Excellence

Performance Objective 1: Nimitz will raise the connectedness indicator within Panorama from 32% to 55%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will build a team culture of acceptance and diversity through iLead and Transformation Tables. **Strategy's Expected Result/Impact:** Over connectedness will increase with students and staff **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events. **Strategy's Expected Result/Impact:** Increase student and family connectedness **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture				

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1034

Board Goal 4: Culture of Excellence

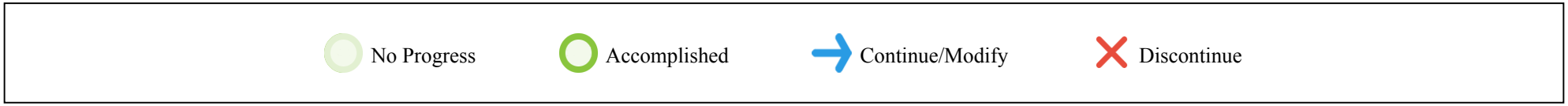
Performance Objective 2: To strengthen instructional practices and increase student engagement, campus leadership at Nimitz Middle School will implement a focused monitoring system that emphasizes:

Clear and aligned classroom objectives
High levels of academic rigor
Consistent use of multiple response strategies to raise the student participation ratio

Evaluation Data Sources: Strong Tier 1 instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will conduct a minimum of ten classroom walkthroughs per week, focusing on the alignment between lesson objectives, instructional delivery, and student engagement strategies. Observations will be documented in Eduphoria, allowing for data-driven coaching cycles, targeted support, and continuous instructional improvement. **Strategy's Expected Result/Impact:** Strong Tier 1 instruction **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1035

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide teachers with a ready-to-use toolkit of engagement strategies (e.g., cold call, whiteboards, turn and talk, equity sticks, choral response). **Strategy's Expected Result/Impact:** Strong Tier 1 instruction **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				



1036

Board Goal 5: Classroom of Excellence

Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

Evaluation Data Sources: Improvement in Tier 1 instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead PLCs in Reading, Math, and Science **Strategy's Expected Result/Impact:** Teachers will be supported in planning effective, rigorous, well designed lessons and coaches in teaching best practices. **Staff Responsible for Monitoring:** Admin **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				

Strategy 2 Details	Reviews			1037
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each teacher will make positive phone calls home each month, ensuring that 100% of students receive a positive contact from their teacher by the end of each month. Teachers will use class rosters and will be assigned a class period per month to call home and will document the conversation. **Strategy's Expected Result/Impact:** Positive behaviors, academic achievements, growth and character development. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Noel Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1038

Mission Statement

William D Noel Elementary will develop a community of learners who are socially conscious, self-reliant, and academically equipped to take on an ever-changing world.

Vision

Vision Statement:
At Noel Elementary, it’s about giving back by leading the way!

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Board Goals

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

Performance Objective 1: By May 2026 Math STAAR meets scores will increase from 30% to 40%, Masters will increase from 10% to 20%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Walk-throughs, feedback and coaching
Data Driven Instruction Analysis during Professional Learning Committees
WICOR AVID strategies PD
MAP
Checkpoint data

1041

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use HQIM with Fidelity: Ensure all teachers follow the district-adopted math curriculum with daily lesson alignment to TEKS and STAAR readiness standards. **Strategy's Expected Result/Impact:** MCL's monitors if math classrooms show use of STAAR-like word problems, student discourse, small-group intervention, which will result in growth of student achievement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders, mentors and administrators. **Title I:** 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Funding Sources:** - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCL's will model lessons and provide coaching on math discourse, questioning, and problem-solving strategies. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and closing student gaps in math. **Staff Responsible for Monitoring:** MCL's, Campus Administrators **Title I:** 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Title One School- Improvement - $30,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

1042

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

Performance Objective 2: By May 2026 4th Grade Bilingual Reading STAAR meets scores will increase from 14% to 24%, Masters will increase from 0% to 10%.

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

Evaluation Data Sources: Walk-throughs and feedback
PLCs (Planning Data Driven Instruction)
On-going coaching for bilingual staff.
Teachers follow with fidelity the Language of the Day Calendar
Students will practice on K-12 Summit for at least 15 minutes a day.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure bilingual teachers follow district reading curriculum with a balance of Spanish literacy and structured English language development. **Strategy's Expected Result/Impact:** Strong bilingual teachers will become the train of trainers after they have gone to bilingual training, that will ensure that strategies are implemented with fidelity and consistency. **Staff Responsible for Monitoring:** Administrators and Bilingual Teachers **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				1043

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will engage in Summit K-12 with fidelity to strengthen their reading, writing, listening, and speaking skills in English. **Strategy's Expected Result/Impact:** As students grow in TELPAS reading proficiency, they'll be better able to decode and comprehend STAAR passages. **Staff Responsible for Monitoring:** Administrators and Bilingual Teachers **Title I:** 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1044

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

Performance Objective 3: By May 2026 5th Grade Science STAAR meets scores will increase from 11% to 21%, Masters will increase from 2% to 12%.

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

Evaluation Data Sources: Lessons plans
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff
Walkthroughs and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will spiral review 3rd-4th grade readiness standards and provide targeted small-group interventions to increase the percentage of students achieving Meets and Master's on the Science STAAR. **Strategy's Expected Result/Impact:** Students will demonstrate stronger content mastery, scientific reasoning, and academic vocabulary in both oral and written responses. They will apply learning through labs, data analysis, and STAAR-aligned practice. **Staff Responsible for Monitoring:** Campus Administrators and teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1				1045

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement weekly hands-on labs/experiments to build conceptual understanding. **Strategy's Expected Result/Impact:** Students will use academic vocabulary more accurately in oral explanations and written lab reports. **Staff Responsible for Monitoring:** Campus Administrators, teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

1046

Demographics
Problem Statement 1: In 24-25 only 3% of 5th grade met the Science STAAR Assessment. **Root Cause**: There was an inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires. There was a limited coaching time, PLC discussions, and walkthroughs focused on science instruction.

Student Achievement
Problem Statement 1: In 24-25, only 11% of students were on grade level in science. **Root Cause**: Inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires.

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

Performance Objective 1: By May 2026 3rd Grade Reading STAAR Meets scores will increase from 25% to 35%, Masters scores will increase from 14% to 20%.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Data
Checkpoint assessment data
BOY, MOY, EOY, MAP data
Walk-through and Feedback
PLCs (Planning and Data-Driven Instruction)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** Multi-classroom Leaders Teachers Administrators **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided during and/or after school. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom Leaders Classroom teachers Campus administrators **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $30,000				

No Progress Accomplished Continue/Modify Discontinue

1048

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

Performance Objective 2: By May 2026, 3rd Grade Reading MAP scores will have 50% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP, BOY, MOY and EOY scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement data-driven guided reading and small-group instruction in every 3rd grade classroom, **Strategy's Expected Result/Impact:** Increased number of students showing progress in MAP mid-year and end-of-year assessments. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				1049

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide intervention/enrichment time for struggling readers and advanced students. **Strategy's Expected Result/Impact:** Both group of students will be able to improve their scores. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, only 19 percent of all 3rd through 5th grade students were reading at grade level. **Root Cause**: Teachers need more professional development with teaching the RACE and RACER strategies to help students understand how to answer and write their Constructed Responses when answering their STAAR writing prompts.

1050

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: By May 2026, 4th grade students will achieve a monthly average attendance rate of at least 95% through targeted attendance incentives, consistent communication with families, and early intervention for chronic absences.

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: Weekly attendance reports.
Number of contacts made to parents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Track classroom attendance publicly with charts or bulletin boards to build competition and motivation. **Strategy's Expected Result/Impact:** Students will be motivated to come to school so they can win the competition. **Staff Responsible for Monitoring:** Administrators and teachers. **Title I:** 2.51, 2.534 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy**				1051

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Send monthly attendance updates to parents, highlighting how attendance impacts academics. **Strategy's Expected Result/Impact:** Early identification and targeted family support will reduce chronic absenteeism, ensuring more instructional time for students who typically fall behind. **Staff Responsible for Monitoring:** Attendance clerk, administrators, and teachers. **Title I:** 2.51, 2.534 - **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy**				

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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.

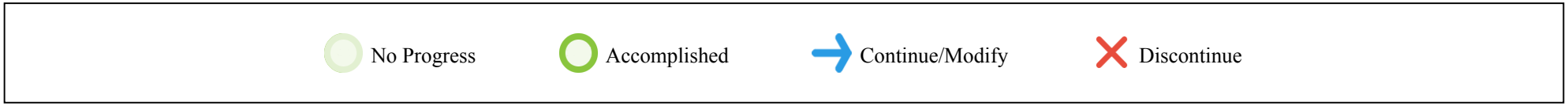
Performance Objective 2: School Connectedness panorama data will increase from 67% to 75 %.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: BOY and EOY Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: When answering questions, students will stand up and answer in complete sentences. **Strategy's Expected Result/Impact:** This will help the student answer questions with confidence and help them with public speaking. It also helps them write in complete sentences when composing their answer for the constructive writing portion of the STAAR assessment. **Staff Responsible for Monitoring:** Administrators and teachers. **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				1052

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will practice accountable talk when they agree or disagree with a peer. **Strategy's Expected Result/Impact:** Students will learn to justify their reasoning with evidence from text, data, or content knowledge. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				



1053

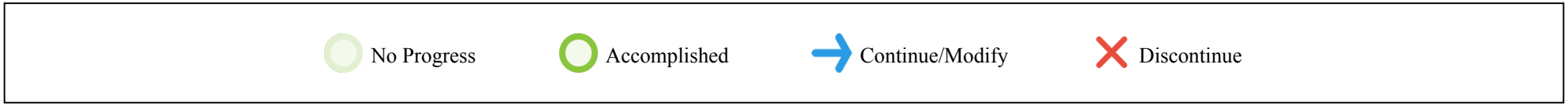
Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026 TELPAS Speaking in 5th grade advance scores will increase from 26% to 36%, Advanced High will increase from 14% to 24%

Evaluation Data Sources: When answering questions students will answer using Academic Sentence Stems/Frames.
Use Summit K-12 with fidelity.
During the lesson, teachers give immediate corrections and model advanced sentence structures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will embed structured speaking opportunities in every lesson using sentence stems and academic vocabulary. **Strategy's Expected Result/Impact:** Consistent speaking practice will help students move from Intermediate/ Advanced to Advanced High, improving TELPAS ratings. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				1054

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will regularly assess student speaking using the TELPAS Proficiency Level Descriptors and provide immediate feedback. **Strategy's Expected Result/Impact:** Frequent feedback will accelerate growth in sentence complexity, vocabulary use, and elaboration. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				



1055

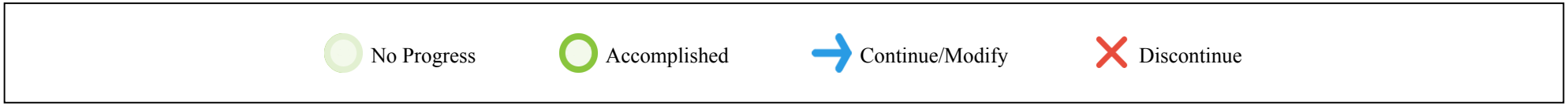
Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026 4th Grade Math STAAR meets scores will increase from 28% to 33%, Masters will increase from 4% to 9% for sped students.

Evaluation Data Sources: iReady
MAPS
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Special education and general education teachers will collaborate to provide data-driven small-group instruction focusing on priority TEKS. **Strategy's Expected Result/Impact:** SPED students will strengthen foundational math fluency while building confidence with grade-level content. **Staff Responsible for Monitoring:** Sped teachers and general education teachers **Title I:** 2.51, 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 **- Targeted Support Strategy**				1056

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will embed opportunities for SPED students to justify answers, explain multiple solution paths, and apply reasoning beyond computation. **Strategy's Expected Result/Impact:** Increased exposure to rigorous problem-solving will build stamina and confidence for STAAR. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				



1057

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, the percentage of students participating in the Longhorn Leaders program will increase from 17% to 25% through targeted recruitment, family engagement, and leadership development opportunities.

Evaluation Data Sources: number of students that are Longhorn Leaders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and administrators will identify and encourage students who demonstrate potential leadership qualities to apply for Longhorn Leaders. **Strategy's Expected Result/Impact:** Participation will rise steadily as more students are intentionally invited and recruited. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers. **Title I:** 2.51, 2.534 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				1058

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement recognition systems for Longhorn Leaders through certificates, bulletin board spotlight, special events, and end-of-year celebration. **Strategy's Expected Result/Impact:** Improved student connectedness and school culture, as peers see leadership as something valued and celebrated. **Staff Responsible for Monitoring:** Aides, counselor, and administrators **Title I:** 2.51, 2.534 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, the percentage of classrooms consistently implementing Self-Well Being practices with fidelity will increase from 90% to 95%, as measured by administrative walkthroughs.

Evaluation Data Sources: Self-Well Being checklist
Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders will conduct regular classroom walkthroughs using a Self-Well Being implementation checklist to ensure practices are in place with fidelity. **Strategy's Expected Result/Impact:** Teachers will receive timely, actionable feedback to strengthen instructional consistency. **Staff Responsible for Monitoring:** Counselor and administrators **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				1059

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers who struggle in implementing Self-Well Being lessons, will be paired with peers or instructional coaches for additional support. **Strategy's Expected Result/Impact:** Teachers will build deeper capacity and confidence in implementing Self-Well Being practices. **Staff Responsible for Monitoring:** Counselor, administrators, and instructional coach **Title I:** 2.51, 2.534 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

OCTECHS

2025-2026 Board Goals/Performance Objectives/Strategies

1060

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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, the percentage of students scoring Meets or Masters on the Algebra 1 STAAR will increase from 36% to 40%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: EOCs, SCA, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR EOCs. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1063

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: The percentage of students scoring meets or exceeds standard on English I EOC will increase from 56% to 60% as measured by 2026 STAAR.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1064

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1065

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: The percentage of students scoring meets or exceeds standard on English II EOC will increase from 81% to 83% as measured by 2026 STAAR.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1066

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1067

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: The percentage of students scoring meets or exceeds standard on Biology EOC will increase from 87% to 89% as measured by 2026 STAAR

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1068

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1069

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: The percentage of students scoring meets or exceeds standard on History EOC will increase from 81% to 83% as measured by 2026 STAAR.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOC, District checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1070

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1071

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 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 50 % to 53 %.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1072

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: School Principal will conduct a minimum of ten walkthrough observations per week and provide coaching/ feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal & Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, 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 7: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 45% to 52%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				1073

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Principal will conduct a minimum of ten walkthrough observations per week and provide coaching/ feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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.

1074

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

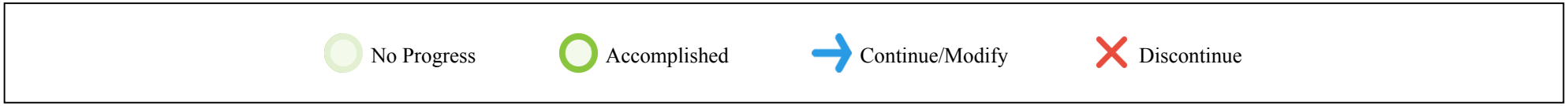
Performance Objective 1: OCTECHS will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 50% by 2026.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Collaborate with our partnering institutions, Odessa College, to increase dual credit enrollment. The Campus CCMR Coordinator, School Counselors, and College Liaison will actively promote and enroll students in dual credit courses, focusing on every grade level. **Strategy's Expected Result/Impact:** Increase the percentage of students enrolling in and passing dual credit courses on our campus by 10% compared to the previous year. **Staff Responsible for Monitoring:** Teachers, Counselor, College Liaison, Instructional Coach, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1075

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through our partnership with Odessa College, we will offer students and parents from grades 8-12 valuable information on our 11 career pathways and academic opportunities as they transition into high school. This will ensure that incoming freshmen have a clear understanding of all available academic options. Additionally, juniors and seniors will receive support with college planning, admissions, financial aid, and scholarship opportunities. **Strategy's Expected Result/Impact:** Increase the percentage of graduating seniors who will move into a post-secondary education and/or enter industry pathways by 10% compared to the previous year. **Staff Responsible for Monitoring:** Principal, AVID Instructor, College Liaison, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				



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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: OCTECHS's four-year campus graduation rate will increase from 95% to 96% for the Class of 2026 and overall attendance will increase to 96.5%.

Indicators of Success:
4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS's average daily attendance will increase to 96.5%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Teachers, Attendance Clerk, College Liaison, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1077

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Individualized supports will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, College Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2025-26 school year to improve attendance and reduce tardies.

Evaluation Data Sources: PIEMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will greet students at the doorway to their classrooms and check student IDs for attendance. Attendance will be taken and submitted within the first 15 minutes of class starting. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, Teachers, Attendance Clerk **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will continue to work with and encourage Odessa College to take and submit daily classroom attendance to reduce student tardiness and absenteeism. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in their assigned college classes and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, College Teachers, College Liaison, Attendance Clerk **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

Evaluation Data Sources: District checkpoints, MAP, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly walkthroughs will include "look fors" that will be posted each week in the Week At a Glance (WAG) to support teachers with real-time coaching and feedback. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will hold quarterly data tours for teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Teachers, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, 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: OCTECHS will raise the School Connectedness indicator of the Panorama survey from 47% to 55% by May 2026.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS will continue to provide weekly SEL curriculum through iLead during Home Room. **Strategy's Expected Result/Impact:** Students' social and emotional well-being will improve by 8% as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			1080
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will seek input from our Student Leadership group to address areas of the Panorama survey needing improvement, specifically school connectedness. **Strategy's Expected Result/Impact:** There will be an increase of 8% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: OCTECHS will proactively build relationships and improve communication with students and families.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS will utilize Focus, OCTECHS website and social media platforms to proactively communicate with students and parents. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, College Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will provide additional opportunities for parents and the community to visit the campus with recruitment meetings, parent information nights and student/parent activities. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, College Liaison, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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Ector County Independent School District

Odessa Collegiate Academy

2025-2026 Board Goals/Performance Objectives/Strategies

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Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge** every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

As the OCA Family, we foster innovative leaders driven to forge the future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters

#IMPACT

Follow us on our school Facebook or Twitter page @OCAwolves

Vision

OUR students...THE future.

1083

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College with the expectation that our students will transfer to a college university and graduate with a bachelor degree if a field / major of their choosing.

Value Statement

We Value and Believe:

•We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.
•We are a **district of leaders** and will be on the forefront of this movement to improve education for children.
•We believe that our **most fragile** students should be **taught by our best educators**.
•We **believe in meeting students where they are** academically and socially/emotionally.
•We believe students deserve a **learning experience that is personalized**.
•We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.
•We believe that **assessment using multiple measures** drives learning.
•We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.
•We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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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: OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 65% to 70%.

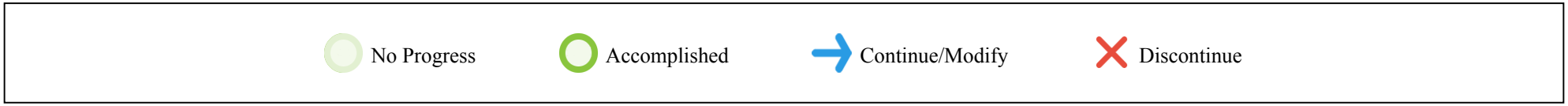
HB3 Board Goal

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 Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



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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 2: OCA will increase the percent of students end of year Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 60% to 65%.

HB3 Board Goal

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 Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1087

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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 3: The percentage of English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 36% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1088

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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: The percentage of English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 16% to 20%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1089

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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: The percentage of Algebra I EOC testers achieving Meets will increase from 74% to 80% and for Masters from 38% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1090

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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: The percentage of Biology EOC testers achieving Meets will increase from 88% to 90% and will improve for Masters from 25% to 30%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1091

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** 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 7: The percentage of U.S. History EOC testers achieving Meets at 90% or higher and will improve for Masters from 44% to 50%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1092

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership, Social Studies Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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.

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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 1: OCA will maintain a 100% CCMR rate for 2026.

HB3 Board Goal

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: CCMR reports from the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). **Strategy's Expected Result/Impact:** Maintain a 100% rate for CCMR **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1094

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. **Strategy's Expected Result/Impact:** All OCA students will be TSI compliant **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 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 2: The percentage of OCA student attendance will increase from 96.6% (May 2025) to 96.8% by the end of May 2026.

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase Student Attendance **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1095

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, track it daily. **Strategy's Expected Result/Impact:** Increase Student Attendance Rate **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 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: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2025-26 school year.

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

Evaluation Data Sources: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents. **Strategy's Expected Result/Impact:** Positive School Learning Environment with very few discipline referrals **Staff Responsible for Monitoring:** Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture				1096

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the SAS Counselor on campus to assist with student conflict-resolution situations as needed. **Strategy's Expected Result/Impact:** Positive School Culture that promotes a way to resolve student conflict-resolution situations in a timely manner. **Staff Responsible for Monitoring:** Principal, Counselor, SAS **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: OCA's 9th grade At-Risk student Percentage Rate will be within 25 points of the District's At-Risk Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Data, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as At Risk for the next 9th grade class **Strategy's Expected Result/Impact:** Be in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1097

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Identify, Recruit, and Accept ESL 8th Grade Students and Identify, Recruit and Accept 8th Grade Students under the Community Outreach Center umbrella **Strategy's Expected Result/Impact:** Increase number of At-Risk Students into the next 9th Grade class **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: OCA's Economically Disadvantage Percentage Rate as a campus will be within 10 points of the District's Economically Disadvantage Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Reports, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Economically Disadvantaged for the next 9th grade class **Strategy's Expected Result/Impact:** Be in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ensure ALL OCA Students / Families complete the Income Survey during the Online Registration process. **Strategy's Expected Result/Impact:** Increase the number of Economic Disadvantaged Students at OCA. **Staff Responsible for Monitoring:** Principal, EDL, Choice Schools Office, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: OCA's Emergent Bilingual Students/English Learners (Grades 9-12) will be within 10 points of the District's Emergent Bilingual Students/English Learners (Grades 9-12) Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Emergent Bilingual for the next 9th grade class **Strategy's Expected Result/Impact:** Be in compliance for the TEA CCRSM OMB Report **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop all reading / recruiting materials in Spanish. Have all parent meetings / recruiting meetings in Spanish. **Strategy's Expected Result/Impact:** Increase the number of Emergent Bilingual Students at OCA **Staff Responsible for Monitoring:** Principal, EDL, Choice School Office **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: OCA will increase School Connectedness from 56% (Spring 2025) to 60% (Spring 2026).

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum, and AVID strategies & activities, grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** ALL OCA Teachers, AVID teachers, Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With the addition of a SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive learning environment. **Strategy's Expected Result/Impact:** All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Academic Counselor, SAS Counselor, all Teachers, Campus Nurse, OC Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: OCA will increase School Climate from 61% (Spring 2025) to 65% (Spring 2026).

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum, and AVID strategies & activities, grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** All teachers - grades 9-12, AVID teachers, Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Work with teachers to ensure all lessons are engaging so that all students contribute in every class. **Strategy's Expected Result/Impact:** Students feel comfortable participating and engaged in their classroom lessons. **Staff Responsible for Monitoring:** Principal, Counselor, All Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

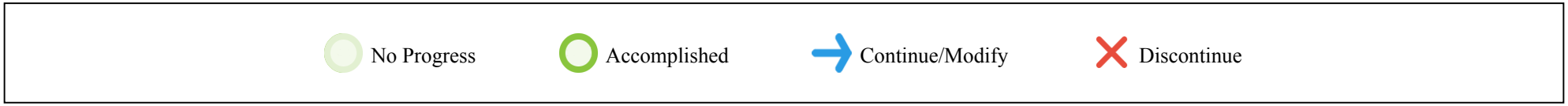
Board Goal 5: Culture of Excellence

Performance Objective 3: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. Also, through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen. **Strategy's Expected Result/Impact:** Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. Also, give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1102

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. **Strategy's Expected Result/Impact:** Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				



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Ector County Independent School District

Odessa High School

2025-2026 Board Goals/Performance Objectives/Strategies

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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, the percentage of students achieving or exceeding their READING RIT goal will increase from 64% to 70%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive highly engaging instructional support with a focus on tier one learning. **Strategy's Expected Result/Impact:** Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1106

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. **Strategy's Expected Result/Impact:** Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

1108

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 48% to 52%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive highly engaging instructional support with a focus on tier one learning. **Strategy's Expected Result/Impact:** Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1109

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

1110

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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: 5. By May of 2026, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 10% to 30%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing. **Strategy's Expected Result/Impact:** Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. **Staff Responsible for Monitoring:** Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1111

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. **Strategy's Expected Result/Impact:** PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1112

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. **Strategy's Expected Result/Impact:** Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

1113

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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: 5. By May of 2026, the % of students performing at the MEETS level on English 1 EOC will increase from 25% to 40%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing. **Strategy's Expected Result/Impact:** Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. **Staff Responsible for Monitoring:** Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1114

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. **Strategy's Expected Result/Impact:** PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1115

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. **Strategy's Expected Result/Impact:** Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

1116

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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: 5. By May of 2026, the % of students performing at the MEETS level on English 2 EOC will increase from 25% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing. **Strategy's Expected Result/Impact:** Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. **Staff Responsible for Monitoring:** Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1117

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. **Strategy's Expected Result/Impact:** PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1118

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. **Strategy's Expected Result/Impact:** Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

1119

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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: 5. By May of 2026, the % of students performing at the MEETS level on the Biology EOC will increase from 44% to 60%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - School Culture and Climate 1				1120

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. **Strategy's Expected Result/Impact:** Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

1121

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). **Root Cause**: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

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: 5. By May of 2026, the % of students performing at the MEETS level on the US History EOC will increase from 36% to 50%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. **Strategy's Expected Result/Impact:** Awareness of performance progress and trends on both class-wide and individual bases. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				1122

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. **Strategy's Expected Result/Impact:** Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

No Progress Accomplished Continue/Modify Discontinue

1123

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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

1124

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

Performance Objective 1: Odessa HS will achieve a Spring '26 CCMR % of 92% of graduates considered College, Career & Military Ready.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. By Spring of 2026 at least 75% of all students at Odessa HS will be considered AP/CTE/DC/IB/AVID. **Strategy's Expected Result/Impact:** Through Odessa HS's "Aspiration to Expectation" initiative, students will increase school connectedness through inclusion in programs and future preparation. This will result in a side-effect of increased student achievement of CCMR requirements. **Staff Responsible for Monitoring:** Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors, AP Coordinator, IB Coordinator, AVID Coordinator. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.535 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2 **Funding Sources:** Tutorials, additional school-wide instructional support - Title One School-wide				1125

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2. The Odessa HS CCMR Task Force will meet monthly to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate. **Strategy's Expected Result/Impact:** Maintaining awareness of changing standards, planning for future strategic road mapping and implementing actions to address current needs will provide Odessa HS with current and future success in CCMR expectations. **Staff Responsible for Monitoring:** Principal. Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

1126

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause**: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

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

Performance Objective 2: The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis. **Strategy's Expected Result/Impact:** Increase in student attendance rates **Staff Responsible for Monitoring:** Principal, Campus Administration, Corral Staff **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2				1127

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increased parent notifications and education on attendance laws and policy. **Strategy's Expected Result/Impact:** Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Corral Staff **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause**: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

1128

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

Performance Objective 3: The Odessa HS Discipline Rate for students classified as Special Education will decrease from 20% in 2024-2025 to 15% by May 2026.

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 - 2026 Goal: 52%

Evaluation Data Sources: FOCUS (127/620 receiving at least one referral)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Disciplinary consequences for any student receiving special education services will require prior approval before a change of placement can take place. **Strategy's Expected Result/Impact:** Students receiving Special Education services will receive appropriate and intervention-focused services when behavior is a concern. **Staff Responsible for Monitoring:** Principal, Campus Administration, MTSS Team **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				1129

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Disciplinary consequences for students receiving special education services will benefit from additional "case-by-case" strategies, interventions and placements before ISS, OSS or DAEP are approached as options. **Strategy's Expected Result/Impact:** Additional staff and student connectedness- students will benefit from mentor-type relationships throughout the Odessa HS staff. **Staff Responsible for Monitoring:** Principal, Campus Administration, SpEd Staff **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). **Root Cause**: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

1130

Board Goal 4: Classroom Excellence

Performance Objective 1: The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis. **Strategy's Expected Result/Impact:** Increase in student attendance rates **Staff Responsible for Monitoring:** Principal, Campus Administration, Corral Staff **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2				1131

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increased parent notifications and education on attendance laws and policy. **Strategy's Expected Result/Impact:** Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance. **Staff Responsible for Monitoring:** Principal, Campus Administration, Corral Staff **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause**: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

1132

Board Goal 4: Classroom Excellence

Performance Objective 2: Odessa HS will see the 2025-2026 student tardy rate decrease by 20% compared to the 2024-2025 school year.

Evaluation Data Sources: PEIMS, FOCUS Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Creation of a tardy coordinator position at Odessa HS to monitor and address campus-wide tardy trends. **Strategy's Expected Result/Impact:** Increased awareness and vigilance in tardy trends across campus. **Staff Responsible for Monitoring:** Principal, Campus Administration **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				1133

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly reporting, assignment and monitoring of student tardy trends and consequences assigned weekly. Utilization of the Student Handbook guidelines in parent contacts and tardy consequence escalation. **Strategy's Expected Result/Impact:** decrease in tardy prevalence across campus. **Staff Responsible for Monitoring:** Principal, Campus Administration **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). **Root Cause**: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause**: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

1134

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, 50% of all students at Odessa HS will be classified AP/AVID/CTE/DUALCREDIT/IB.

Evaluation Data Sources: PEIMS, College Board,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are identified as needing additional supports via HB1416 will receive AVID school-wide pullouts and intervention services. **Strategy's Expected Result/Impact:** Increased success rate and performance in retesting, connectedness through AVID inclusion. **Staff Responsible for Monitoring:** Principal, Campus Administration, AVID Coordinator, AVID Staff **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 2				1135

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Increase student CTE/AVID/AP/IB/DC enrollment. **Strategy's Expected Result/Impact:** Increased CCMR success rate, classroom culture of excellence. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: High need for coaching in curriculum and instruction. **Root Cause**: Non-highly qualified teachers without training.

1136

Board Goal 4: Classroom Excellence

Performance Objective 4: AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.

Evaluation Data Sources: Eduphoria! Walk-throughs, Teacher/Student Feedback Surveys, Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID School-wide implementation of WICOR strategies- focus on writing across campus. **Strategy's Expected Result/Impact:** Increased writing practices and cross-curricular activity. **Staff Responsible for Monitoring:** Principal, Campus Administration, AVID Coordinator, AVID Staff, MCL/MTRT **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2				1137

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Development of WICOR Walk-Through form for administration to monitor and address writing and reading strategy in the classroom. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Non-highly qualified teachers and instructional facilitators are teaching in all areas. **Root Cause**: Lack of highly qualified pool of teachers applying to the district.

Problem Statement 2: High need for coaching in curriculum and instruction. **Root Cause**: Non-highly qualified teachers without training.

1138

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness Panorama Data will increase from 24% to 30% by May 2026.

Evaluation Data Sources: Panorama, Teacher/Student Feedback Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive highly engaging instructional support with a focus on tier one learning. **Strategy's Expected Result/Impact:** Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. **Staff Responsible for Monitoring:** Principal, Campus Administration, Instructional Coach, MCL/MTRT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2				1139

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will benefit from incentive-based activities and events to reward and focus on student success in the school setting. **Strategy's Expected Result/Impact:** Increase in student desire to succeed academically, focus on attendance and good citizenship. **Staff Responsible for Monitoring:** Principal, Campus Administration, AP Coordinator, Broncho Polo Staff, Counseling Dept. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Focus on staff professional development in soft skills and relationship-building. **Strategy's Expected Result/Impact:** Increase in student desire to succeed academically, focus on attendance and good citizenship. **Staff Responsible for Monitoring:** Principal, Campus Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 1140

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). **Root Cause**: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause**: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Non-highly qualified teachers and instructional facilitators are teaching in all areas. **Root Cause**: Lack of highly qualified pool of teachers applying to the district.
Problem Statement 2: High need for coaching in curriculum and instruction. **Root Cause**: Non-highly qualified teachers without training.

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase student/parent/community connectedness through incentive-based events and inclusive activities for all on the Odessa HS campus throughout the 2025-2026 school year.

Evaluation Data Sources: Campus Calendar, Student/Teacher/Parent Feedback Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Creation of Title One Lead Team Members to coordinate, monitor and lead school/community/parent/student engagement events and activities. **Strategy's Expected Result/Impact:** Increase student/parent/community connectedness **Staff Responsible for Monitoring:** Principal, Campus Administration, Title 1 Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				1141

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Budget and conduct cyclical planning to secure funding for community connectedness events and education opportunities for non-students associated with Odessa HS. **Strategy's Expected Result/Impact:** Increase student/parent/community connectedness **Staff Responsible for Monitoring:** Principal, Campus Administration, Title 1 Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Maintain accurate reporting and complete submission to support Economically-Disadvantaged rate. **Strategy's Expected Result/Impact:** Increase student/parent/community connectedness, maintains equal comparison groups for accountability and funding **Staff Responsible for Monitoring:** Principal, Campus Administration, Title 1 Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - School Culture and Climate 1, 2				

No Progress Accomplished Continue/Modify Discontinue

1142

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause**: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). **Root Cause**: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause**: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Ector County Independent School District

Pease Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1143

Mission Statement

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens. A world-class campus empowering compassionate, curious, and resilient global citizens through individualized, reflective teaching and learning. We foster knowledgeable and caring young people who promote a better, more peaceful world through intercultural understanding and respect, driven by high expectations and mutual accountability in a nurturing and inclusive community.

Vision

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens.

Value Statement

1144

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go, Mustangs!

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1145

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, 40% of 3rd-5th grade students will meet or exceed the "Meets" standard on STAAR Reading and Math, progressing toward the district goal of 48% by 2029.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver rigorous, TEKS-aligned Tier 1 instruction that is backward-planned using STAAR blueprints, item-level analysis, and Know & Show trackers to ensure priority standard coverage. Instruction will include frequent use of STAAR question stems and released item formats to build student familiarity with assessment expectations. **Strategy's Expected Result/Impact:** Increased percentage of students meeting the "Meets" standard on STAAR Reading and Math; improved alignment between instruction and assessment; increased student familiarity with STAAR format and rigor. **Staff Responsible for Monitoring:** Principal, Principal Intern, MCLs **Title I:** 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** Opportunity Culture Stipends - Title One School-wide - $75,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group instruction will be guided by formative data (iReady, HMH, MAP, Checkpoints) and will prioritize students performing just below the "Meets" standard. Flexible student groupings will be adjusted every 2-3 weeks based on data, and instructional support will be provided through co-teaching and modeling by Multi-Classroom Leaders (MCLs) and Master Team Reach Teachers (MTRTs). **Strategy's Expected Result/Impact:** Increased percentage of students transitioning from Approaches to Meets standard on STAAR Reading and Math; improved targeted intervention for students needing support; greater student growth on iReady, MAP, and STAAR assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs **Title I:** 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Opportunity Culture stipends - Title One School-wide				

1147

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in weekly data meetings to analyze checkpoint data, identifying trends and adjusting instructional plans accordingly. Students will participate in data conferences throughout the year to set personal goals and track their own academic progress. **Strategy's Expected Result/Impact:** Improved teacher clarity and instructional planning that leads to increased student achievement and academic growth. Students will become more engaged in their learning by tracking their own progress and setting personal academic goals. Instructional adjustments will result in closing performance gaps among student subgroups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers **Title I:** 2.52, 2.53, 2.531, 2.533, 2.535 **- 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Instructional coaching and professional development in International Baccalaureate Primary Years Programme (IB PYP) support will focus on building teacher capacity to deliver high-rigor, STAAR-aligned instruction. Campus leaders and MCLs will lead weekly coaching cycles, provide real-time feedback, model lessons, and facilitate learning laps with an emphasis on comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, spiral review and STAAR-style practice will be embedded throughout instruction using released items, multi-step problem-solving tasks, and close reading strategies. **Strategy's Expected Result/Impact:** Improved instructional rigor and alignment across classrooms, resulting in increased student performance on STAAR. Teachers will demonstrate greater confidence and effectiveness in delivering lessons at the Meets/Masters level. Students will become more familiar with STAAR item types and demonstrate increased success in applying comprehension and problem-solving strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, MTRTs, IB Coordinator **Title I:** 2.52, 2.53, 2.531, 2.533, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** IB PYP Training, Toddle - Local - $28,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student performance on STAAR remains below district goals for Meets standard in Reading and Math. **Root Cause**: Many teachers lack consistent support and training in aligning daily instruction to the depth, complexity, and format of STAAR "Meets" expectations. Instruction often focuses on surface-level coverage of TEKS rather than rigorous application and higher-order thinking required to reach the Meets standard.

1149

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, at least 60% of students in K-5 will perform within the 41st-60th percentile achievement band on the end-of-year MAP Growth Reading and Math assessments, progressing toward mastery-level performance in later years.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: NWEA MAP Growth Assessment Reports, MAP Student Progress Reports, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement data-driven small group instruction in reading and math across all K-5 classrooms, supported by PLCs and coaching. Teachers will use MAP Growth data, HMH module assessments, iReady, and checkpoint assessments to identify students in the 41st-60th percentile band and provide targeted small-group interventions at least three times per week. Multi-Classroom Leaders (MCLs) and instructional coaches will model lessons, provide feedback, and monitor the fidelity of small-group implementation to ensure students receive personalized support that accelerates growth toward mastery. **Strategy's Expected Result/Impact:** Achievement gaps will narrow as more students progress from the approaching level toward meeting or mastering standards, positioning them for long-term academic success. **Staff Responsible for Monitoring:** Principal, Principal Intern, IB Coordinator, MCLs, MTRTs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 3, 4, 5 **Funding Sources:** Opportunity Culture Stipends - Title One School- Improvement - $75,000				1150

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide after-school tutoring for students identified as performing below the Meets standard on STAAR or within the 21st-40th percentile on MAP Growth, with tutoring led by high-performing teachers. Instruction will focus on reteaching priority TEKS, building comprehension and problem-solving skills, and preparing students for STAAR rigor. **Strategy's Expected Result/Impact:** Accelerated growth for students performing below grade level; increased percentage of students moving from Approaches to Meets on STAAR and from below 41st percentile into the 41st-60th percentile achievement band on MAP. **Staff Responsible for Monitoring:** Principal, MCLs, MTRTs, and After-School Tutoring Lead Teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3, 4, 5 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $15,000				

No Progress Accomplished Continue/Modify Discontinue

1151

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Student performance on STAAR remains below district goals for Meets standard in Reading and Math. **Root Cause**: Many teachers lack consistent support and training in aligning daily instruction to the depth, complexity, and format of STAAR "Meets" expectations. Instruction often focuses on surface-level coverage of TEKS rather than rigorous application and higher-order thinking required to reach the Meets standard.

Problem Statement 2: A significant number of 3rd-grade students at Pease Elementary are not reading on grade level, with current performance on the STAAR Reading assessment and MAP Growth data showing that the majority of students are performing below the "Meets" standard and the 41st-60th percentile achievement band. This reading gap limits students' ability to access grade-level content and meet expectations. **Root Cause**: Inconsistent implementation of structured literacy practices and a lack of targeted, data-driven small group instruction have contributed to gaps in foundational reading skills. Teachers require ongoing support to align instruction with both TEKS and MAP reading domains, while students have limited opportunities for goal setting and ownership of their reading growth.

Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. **Root Cause**: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.

Curriculum, Instruction, and Assessment

Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. **Root Cause**: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.

Curriculum, Instruction, and Assessment

Problem Statement 4: While coaching, instructional rounds, and learning laps are used, teacher uptake and transfer of feedback vary, resulting in uneven implementation of high-impact strategies across classrooms. **Root Cause**: Instructional coaching cycles are not yet systematically differentiated to meet the needs of novice, developing, and advanced teachers. Feedback loops sometimes lack follow-up accountability or modeling for effective transfer into classroom practice.

Problem Statement 5: Classroom instruction at Pease is not yet consistently rigorous or aligned to the depth of the TEKS and IB PYP framework. Walkthroughs and assessment data indicate variability in lesson delivery, student engagement, and use of inquiry-based practices, which limits student achievement at the "Meets" and "Masters" levels on STAAR. **Root Cause**: Teachers have inconsistent support and training in delivering rigorous, inquiry-based Tier 1 instruction that integrates TEKS and IB PYP practices. PLCs and coaching cycles are not yet fully leveraged to deepen teacher capacity in lesson design, questioning techniques, and differentiation, leading to uneven implementation of best practices across classrooms.

1152

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

Performance Objective 1: By May 2026, at least 45% of 3rd-grade students at Pease Elementary will achieve the "Meets" standard or higher on the STAAR Reading assessment, and at least 60% of 3rd-grade students will score within the 41st-60th percentile achievement band on the Spring MAP Growth Reading assessment.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Reading Results, MAP Growth (Reading), iReady Reading Diagnostic, HMH Weekly/Module Assessments, student data folders, checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver daily, structured reading instruction using Saxon Phonics, HMH modules, and guided reading aligned to TEKS and MAP skills. MCLs and MTRTs will model lessons and support implementation to ensure all components of reading--decoding, fluency, vocabulary, and comprehension. **Strategy's Expected Result/Impact:** Students will demonstrate stronger foundational reading skills, including improved decoding accuracy, oral reading fluency, vocabulary development, and comprehension. Increased instructional consistency and alignment to TEKS and MAP skills will support more students reaching grade-level expectations. As a result, 3rd grade students will show growth on MAP Reading assessments and an increase in the percentage of students achieving the "Meets" standard on STAAR Reading. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formative data (MAP, iReady, HMH, checkpoints) will be used to create flexible, needs-based small groups. Teachers will prioritize students below the 41st percentile and those near the Meets standard on STAAR. Groups will be adjusted every 2-3 weeks, with modeling and co-teaching support from MCLs and TRTs. **Strategy's Expected Result/Impact:** Targeted small group instruction will lead to accelerated growth for students performing below grade level, particularly those in the 21st-40th percentile on MAP and those approaching the Meets standard on STAAR. Regular regrouping based on formative data will ensure that instruction remains responsive to student needs, resulting in more students moving into the 41st-60th percentile band on MAP and achieving the Meets standard on STAAR Reading. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), IB Coordinator, Principal **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

1154

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will integrate STAAR-style reading questions and paired passages into weekly instruction through bell ringers, exit tickets, and close reading tasks. STAAR-aligned materials and question stems will build stamina and exposure to the test format, especially after MOY data analysis. **Strategy's Expected Result/Impact:** Students will become more confident and proficient in responding to STAAR-style questions through repeated exposure to assessment-aligned materials. Increased familiarity with STAAR format, vocabulary, and question stems will build reading stamina and improve performance on multi-step comprehension tasks. This consistent practice will lead to a higher percentage of students achieving the "Meets" standard on the STAAR Reading assessment. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), IB Coordinator, Principal **Title I:** 2.51, 2.52, 2.53, 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: A significant number of 3rd-grade students at Pease Elementary are not reading on grade level, with current performance on the STAAR Reading assessment and MAP Growth data showing that the majority of students are performing below the "Meets" standard and the 41st-60th percentile achievement band. This reading gap limits students' ability to access grade-level content and meet expectations. **Root Cause**: Inconsistent implementation of structured literacy practices and a lack of targeted, data-driven small group instruction have contributed to gaps in foundational reading skills. Teachers require ongoing support to align instruction with both TEKS and MAP reading domains, while students have limited opportunities for goal setting and ownership of their reading growth.

1155

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

Performance Objective 2: By May 2026, 100% of K-3 classrooms will implement structured literacy practices (phonics, vocabulary, comprehension, and fluency) aligned to the Science of Teaching Reading.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Walkthrough & observation data, student data folders, MAP Growth Reading reports, iReady Reading progress monitoring, STAAR Reading results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver daily structured literacy instruction (phonics, vocabulary, fluency, comprehension) aligned to Saxon, HMH, and guided reading practices. **Strategy's Expected Result/Impact:** Improved foundational reading outcomes, stronger alignment to Science of Teaching Reading, and increased percentage of students meeting MAP and STAAR Reading benchmarks. **Staff Responsible for Monitoring:** Multi-Classroom Leaders (MCLs) will support through modeling lessons, coaching cycles, and fidelity checks. **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 3				1156

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use formative assessment data (MAP Growth, iReady, HMH module assessments, fluency checks) to plan and deliver targeted small-group literacy instruction at least three times per week. **Strategy's Expected Result/Impact:** Increased student growth in foundational reading skills as measured by MAP Growth and classroom fluency assessments. **Staff Responsible for Monitoring:** MCLs and TRTs will support by modeling lessons, co-teaching, and helping teachers adjust small groups every 2-3 weeks. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1157

Student Achievement
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. **Root Cause**: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. **Root Cause**: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.

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: By May 2029, Pease Elementary will implement and sustain the House System to build student leadership, belonging, and accountability, resulting in 90% of students reporting a sense of connection and engagement at school (as measured by annual student surveys) and a 10% annual decrease in chronic absenteeism.

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: Panorama surveys, sign in sheets, attendance records,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a House System Leadership Framework where each House has student leaders (House Captains and Ambassadors) responsible for: Leading House meetings, celebrations, and service projects, supporting peers in goal-setting and tracking attendance/ academic progress, and serving as liaisons between staff and students to build ownership in school culture **Strategy's Expected Result/Impact:** The House System Leadership Framework will increase student sense of belonging, accountability, and engagement as evidenced by: Improved student attendance rates and a reduction in chronic absenteeism, increased student participation in leadership roles and peer-led activities, higher family engagement rates at school events and House-sponsored activities, positive trends in student, staff, and parent survey data regarding school culture and connectedness. Strengthened alignment with district CCMR goals by fostering habits of responsibility, collaboration, and perseverance beginning in elementary school. **Staff Responsible for Monitoring:** House leaders, admin team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 3 - School Organization 3 **Funding Sources:** House system training - Title One School- Improvement				1158

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: House Captains and Ambassadors will facilitate quarterly "House Data Talks," where students celebrate progress, set new goals, and encourage peers toward academic and attendance achievements. **Strategy's Expected Result/Impact:** Increased student accountability for attendance and academics, reduced chronic absenteeism, and strengthened alignment between House culture **Staff Responsible for Monitoring:** teachers, administration, support staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: While Pease has strong Tier 1 behavior expectations through PBIS and TVB, student belonging and engagement remain inconsistent across grade levels, as reflected in Panorama survey data and anecdotal teacher feedback. **Root Cause**: Although the new House System and IB PYP inquiry-based practices are being implemented, these initiatives are still in the early stages. Consistent structures and cultural rituals to build student ownership, peer connections, and campus-wide pride are not yet fully embedded.
School Organization
Problem Statement 3: The new House System, introduced to build belonging and school spirit, is still in its infancy and not yet fully integrated into daily operations or aligned with instructional and behavioral systems. **Root Cause**: As the House System is new for 2025-2026, clear processes, accountability measures, and integration with existing PBIS structures are still being developed. Staff and students require additional modeling and practice for consistent implementation.

1159

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: By May 2026, 90% of students at Pease Elementary will regularly review their academic data and set personal learning goals (as measured by student-led data conferences, leadership binders, and survey feedback), building habits of ownership and accountability aligned with CCMR readiness.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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: Student Data Folders, MAP Growth Reports (Reading & Math), iReady Progress Monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will track progress using data folders and reflect on areas of growth and improvement. **Strategy's Expected Result/Impact:** Students become active participants in their learning, demonstrate increased goal ownership, and show improved alignment between academic actions and outcomes. **Staff Responsible for Monitoring:** classroom teachers				

1160

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in bi-weekly goal-setting sessions tied to MAP/iReady/reading assessments, documenting goals and progress in their data folders. **Strategy's Expected Result/Impact:** Increased student ownership of reading growth, improved MAP reading scores, and more students moving into "Meets" on STAAR Reading. **Staff Responsible for Monitoring:** classroom teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of Pease teachers will implement high-quality Tier 1 instruction aligned to TEKS and IB PYP inquiry-based practices with fidelity, as measured by classroom walkthroughs, lesson plan reviews, and student performance data, resulting in at least a 10% increase in students achieving "Meets" or higher on STAAR Reading and Math compared to 2025 baseline data.

Evaluation Data Sources: Classroom Walkthrough & Observation Data (Eduphoria, MCL coaching logs, administrator observations)

Lesson Plan Reviews (alignment to TEKS, rigor, IB PYP inquiry practices)

STAAR Results - percentage of students at Meets and Masters levels in Reading and Math

NWEA MAP Growth Reports - beginning, middle, and end-of-year progress monitoring

Checkpoints (HMH module assessments, iReady, campus-developed assessments)

PLC Documentation & Data Protocols - evidence of data-driven planning and reteach cycles

IB PYP Implementation Rubric & Reflection Logs

1161

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly PLCs and vertical teaming cycles focused on aligning TEKS, IB PYP units of inquiry, and lesson delivery models. PLCs will emphasize data-driven planning, reteach protocols, and integration of inquiry-based practices. Multi-Classroom Leaders (MCLs) and administrators will provide ongoing coaching, modeling, and feedback to ensure rigorous, student-centered Tier 1 instruction is delivered with fidelity across all grade levels. **Strategy's Expected Result/Impact:** Teachers will consistently deliver rigorous, inquiry-based Tier 1 instruction aligned to both TEKS and IB PYP practices. Students will demonstrate stronger engagement and ownership of their learning through inquiry cycles and goal setting. Classroom walkthrough and lesson plan data will show increased alignment to standards and instructional best practices. Student performance will improve, reflected in at least a 10% increase in the percentage of students meeting or exceeding "Meets" on STAAR Reading and Math by May 2026. **Staff Responsible for Monitoring:** Principal & Assistant Principal - monitor implementation, provide instructional leadership, and ensure accountability. Multi-Classroom Leaders (MCLs) - coach, model, and support teachers in lesson planning, delivery, and data-driven practices. Grade-Level Teachers - collaborate in PLCs, implement Tier 1 instruction with fidelity, and track student progress. IB PYP Coordinator - ensure alignment of inquiry practices and support teachers in integrating PYP units into daily instruction. **Title I:** 2.51, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 3, 4, 5 **Funding Sources:** Title 1 Flex Paraprofessional - Title One School- Improvement - $33,000				1162

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in monthly lesson study cycles, where grade-level teams collaboratively design, teach, observe, and reflect on lessons aligned to TEKS and IB PYP inquiry practices. **Strategy's Expected Result/Impact:** Increased alignment of Tier 1 instruction to TEKS rigor and IB PYP framework. **Staff Responsible for Monitoring:** Principal, IB Coordinator, MCLs, Grade-Level Team Leads **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement	1163
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. **Root Cause**: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.	

Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. **Root Cause**: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.
Problem Statement 4: While coaching, instructional rounds, and learning laps are used, teacher uptake and transfer of feedback vary, resulting in uneven implementation of high-impact strategies across classrooms. **Root Cause**: Instructional coaching cycles are not yet systematically differentiated to meet the needs of novice, developing, and advanced teachers. Feedback loops sometimes lack follow-up accountability or modeling for effective transfer into classroom practice.
Problem Statement 5: Classroom instruction at Pease is not yet consistently rigorous or aligned to the depth of the TEKS and IB PYP framework. Walkthroughs and assessment data indicate variability in lesson delivery, student engagement, and use of inquiry-based practices, which limits student achievement at the "Meets" and "Masters" levels on STAAR. **Root Cause**: Teachers have inconsistent support and training in delivering rigorous, inquiry-based Tier 1 instruction that integrates TEKS and IB PYP practices. PLCs and coaching cycles are not yet fully leveraged to deepen teacher capacity in lesson design, questioning techniques, and differentiation, leading to uneven implementation of best practices across classrooms.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 100% of Pease students will engage in consistent formative feedback and reflection practices, resulting in a minimum 10% increase in student engagement scores on Panorama surveys and observable evidence of student ownership of learning in 90% of classrooms.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will embed structured feedback cycles (exit tickets, conferencing, peer feedback) at least twice weekly, using prompts aligned to lesson objectives. **Strategy's Expected Result/Impact:** Students will show stronger engagement and ownership by acting on feedback, leading to improved academic performance and higher Panorama engagement scores. **Staff Responsible for Monitoring:** classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in monthly "Learning Laps" to observe and share best practices for student engagement and feedback integration. **Strategy's Expected Result/Impact:** Increased consistency of classroom excellence, stronger peer collaboration, and improved instructional practices that drive student participation and ownership of learning. **Staff Responsible for Monitoring:** Multi-Classroom Leaders (MCLs) will model strategies that highlight visible student thinkin				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Pease Elementary will increase the percentage of students who report a strong sense of belonging and engagement from 47% to 55% by the end of the 2025-2026 school year, as measured by the Spring Panorama survey.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the House System to build positive relationships, school spirit, and cross-grade mentorship opportunities. **Strategy's Expected Result/Impact:** Implementation of the House System will foster stronger peer-to-peer and student-teacher relationships, resulting in increased student sense of belonging as reflected in Panorama survey data, higher student engagement in campus activities, and a decrease in discipline referrals across grade levels. **Staff Responsible for Monitoring:** Principal & Assistant Principal - oversee implementation and ensure alignment with campus vision. Counselor - monitor student engagement and social-emotional needs tied to belonging. Teachers & House Teacher Leads - integrate House activities in classrooms, provide feedback, and track student progress. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Organization 3				1165

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leadership team and MCLs will conduct monthly "Excellence in Action Walks," highlighting classrooms and student work that exemplify rigor, collaboration, and IB Learner Profile attributes. **Strategy's Expected Result/Impact:** Stronger collaboration among staff through shared recognition of effective strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IB Coordinator, MCLs **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 3: The new House System, introduced to build belonging and school spirit, is still in its infancy and not yet fully integrated into daily operations or aligned with instructional and behavioral systems. **Root Cause**: As the House System is new for 2025-2026, clear processes, accountability measures, and integration with existing PBIS structures are still being developed. Staff and students require additional modeling and practice for consistent implementation.

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Board Goal 5: Culture of Excellence

Performance Objective 2: Pease Elementary will increase student attendance rates from 92.2% to 95% across all grade levels by the end of the 2025-2026 school year.

Evaluation Data Sources: attendance records, parent communication logs regarding attendance, campus incentive program participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Launch a tiered attendance incentive system (House points, monthly recognition, class trophies, and campus-wide celebrations). **Strategy's Expected Result/Impact:** The tiered attendance incentive system will motivate students and families to prioritize daily attendance, leading to improved student attendance rates across all grade levels (increasing from 92.2% to 95%). Additionally, stronger accountability and recognition will foster a positive school culture where students are celebrated for consistency, resulting in fewer chronic absenteeism cases and stronger alignment to the district's attendance goals. **Staff Responsible for Monitoring:** Principal & Assistant Principal - oversee campus-wide attendance goals, ensure incentives are implemented with fidelity. Attendance Clerk / PEIMS Clerk - track daily attendance data, monitor chronic absenteeism, and provide reports. Counselor - support students with attendance barriers, communicate with families, and track attendance-related interventions. House System Team - manage House point allocation and oversee recognition events tied to attendance. Teachers - reinforce attendance expectations daily, celebrate classroom-level attendance wins, and communicate concerns to administration. **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Family and Community Engagement 3				1167

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Integrate attendance into the House System by awarding daily and weekly House points for perfect attendance and improved attendance streaks. Each month, the House with the highest attendance rate will be recognized in assemblies, newsletters, and social media. **Strategy's Expected Result/Impact:** Increased motivation for students to attend school consistently through positive peer competition. **Staff Responsible for Monitoring:** House Leaders, Attendance Clerk, Principal, MCLs				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance rates increased to 92.2% in 2024-2025, attendance has remained a persistent area of concern since the COVID-19 pandemic. **Root Cause**: Lingering post-COVID health habits, such as families keeping students home for mild illnesses, combined with transportation barriers, inconsistent household routines, and limited family engagement in emphasizing daily attendance, contribute to ongoing attendance concerns that are not fully addressed by current incentive and accountability systems.
Family and Community Engagement
Problem Statement 3: Student attendance at Pease Elementary remains below the district target, with chronic absenteeism impacting learning outcomes and contributing to academic achievement gaps. Current campus attendance rate is 92.2%, falling short of the 95% goal. **Root Cause**: Inconsistent family engagement around the importance of daily attendance, lingering post-COVID attendance habits, and barriers such as transportation and health concerns contribute to student absences. Additionally, the lack of a consistent, tiered incentive and accountability system has limited the campus's ability to reinforce strong attendance habits.

1168

Ector County Independent School District

Permian High School

2025-2026 Board Goals/Performance Objectives/Strategies

1169

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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, the percentage of students achieving or exceeding their READING RIT goal will increase from 68% to 70%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High-dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1172

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 48% to 52%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				1173

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High-dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1174

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: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 39% as measured by 2026 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1175

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR EOCs. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1176

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: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 39% as measured by 2026 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1177

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1178

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: The percentage of students scoring meets or exceeds standard on English II EOC will increase to 43% as measured by 2026 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1179

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1180

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: The percentage of students scoring meets or exceeds standard on Biology EOC will increase to 46% as measured by 2026 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1181

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1182

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: The percentage of students scoring meets or exceeds standard on History EOC will increase to 45% as measured by 2026 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1183

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1184

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

1185

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

Performance Objective 1: Permian High School will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 50% by 2026.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Increase the percentage of students meeting TSIA2 college readiness standards prior to Senior year by implementing targeted academic interventions, enhanced test preparation resources, and ongoing progress monitoring to support student success. **Strategy's Expected Result/Impact:** Student achievement on TSIA2 assessments will improve by 10% compared to the previous year, with a measurable rise in the percentage of students meeting TSIA2 requirements prior to Senior year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CCMR Coordinator, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1186

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Collaborate with partnering institutions, Odessa College and UTPB, to expand dual credit opportunities by integrating them into educational planning. The Campus CCMR Coordinator, CTE Counselor, School Counselors, and College Advisor will actively promote and enroll students--particularly in earlier grade levels--in dual credit courses. ECISD will continue to broaden access to dual credit, CTE programs, AP, and military-aligned pathways to ensure all students are prepared for postsecondary success. **Strategy's Expected Result/Impact:** Dual Credit enrollment will increase by at least 20% compared to the previous year, with a minimum of 30% of new enrollments coming from students in grades 9-11. Our CTE and AP programs will show an additional increase, demonstrating expanded access and early engagement in postsecondary preparation. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CCMR Coordinator, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: To strengthen college and career readiness by partnering with Odessa College and UTPB to provide students and parents in grades 8-12 with comprehensive information on career pathways and academic opportunities. This initiative will ensure incoming freshmen clearly understand all available academic options, empowering them to select and successfully complete their chosen pathway through effective advising, resources, and ongoing support for both students and families. **Strategy's Expected Result/Impact:** Improved student retention and successful completion rates within chosen pathways, supported by effective advising. Students who complete the chosen pathways are more likely to graduate with a level 1 or 2 certification. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CCMR Coordinator, CTE Counselor, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Establish a strong foundation for post-secondary success by building early awareness of college, career, military, and workforce opportunities. Through middle school career exploration events, a structured advising curriculum, and active parent engagement, we will equip students and families with the knowledge, skills, and resources needed to make informed decisions and prepare for future pathways. **Strategy's Expected Result/Impact:** By the end of the academic year, at least 50% of our students and their families will demonstrate increased awareness and understanding of all post secondary options that include college, career, military and workforce pathways. This early engagement will lead our students and families to make clear decisions on their future academics and career planning before entry into high school. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CTE Counselor, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

1188

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

Performance Objective 2: Permian High School's four-year campus graduation rate will increase to 90% for the Class of 2026.

Indicators of Success:
4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's average daily attendance will increase to 95%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1189

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2025-26 school year to improve attendance and reduce tardies.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will greet students at the doorway to their classrooms and scan student IDs for attendance. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			1190
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will implement Focus Digital Hall Pass system in every classroom to enhance monitoring of hallways. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

Evaluation Data Sources: Short-cycle assessments, MAP, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly walkthroughs will include Get Better Faster "look fors" to support teachers with real-time coaching and feedback. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1191

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PHS will coordinate with ECISD's Academic and Assessment Department to host quarterly data tours for Administrators, Department Chairs, MCLs, and teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly. **Strategy's Expected Result/Impact:** Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, 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: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 2025.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will continue to provide daily SEL curriculum through iLead. **Strategy's Expected Result/Impact:** Students' social and emotional well-being will improve by 5% as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			1192
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will seek input from student advisory groups to address areas of the Panorama survey needing improvement, specifically school connectedness. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Permian High School will proactively build relationships and enhance communication with students and families.

Evaluation Data Sources: Panorama surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will utilize Focus, Permian's website and social media platforms to proactively communicate with students and parents. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will provide additional opportunities for parents and the community to visit the campus. (Meet the teacher nights, fine art concerts, academic ceremonies) **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Reagan Academic Magnet

2025-2026 Board Goals/Performance Objectives/Strategies

1194

Mission Statement

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Reagan's Mission Statement

The Elementary Magnet School at Reagan is committed to the belief that each student will develop to his potential within a positive learning community. Our students will demonstrate exemplary personal character, social responsibility, and intellectual, emotional, and physical excellence.

1195

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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 of 2026, students performing at the Mastery level on 3rd-5th Math STAAR will increase from 50% to 51%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, MAP, Checkpoints and Teacher created tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan will be piloting Go Math curriculum. **Strategy's Expected Result/Impact:** We expect to raise MAP and STAAR scores **Staff Responsible for Monitoring:** Teachers, Leadership and Math Curriculum department **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reagan teachers will be creating our own Checkpoint's based on curriculum we will be piloting. **Strategy's Expected Result/Impact:** Increase mastery level on STAAR and MAP **Staff Responsible for Monitoring:** Teachers, Leadership and Math curriculum **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In the 2024-2025 STAAR Math 16% of 3rd-5th did not reach approaches level. **Root Cause**: Students needed more individual instruction within small groups.
School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. **Root Cause**: Students at or above grade level needs are not being met.

1198

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 of 2026, students performing at the Mastery level on 3rd-5th Reading/Language Arts STAAR will increase from 62% to 63%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR, MAP, Checkpoints and Teacher created tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff members will be Masked Readers monthly. **Strategy's Expected Result/Impact:** Encourage students to read and enjoying reading. **Staff Responsible for Monitoring:** Reagan staff and Leadership **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Genre Challenge to encourage reading in all grade levels. **Strategy's Expected Result/Impact:** Students will love reading and try new genres. **Staff Responsible for Monitoring:** Librarian, Teachers and Leadership				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. **Root Cause**: Students at or above grade level needs are not being met.

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, students performing at the Mastery level on 3rd-5th Science STAAR will increase from 76% to 77%.

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

Evaluation Data Sources: STAAR Science 5th and MAP in lower grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science Fair **Strategy's Expected Result/Impact:** Students will be able to learn and implement the Scientific Method. **Staff Responsible for Monitoring:** Teachers, Leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Science Lab requirements **Strategy's Expected Result/Impact:** Science hands on activities will prepare students for 5th STAAR **Staff Responsible for Monitoring:** Teachers and Leadership				

 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.

Performance Objective 1: The percentage of students in Kindergarten through Third grade achieving or exceeding their Reading RIT goal will increase from 55% to 56% by May 2026.

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP, Teacher created tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Young Author Books **Strategy's Expected Result/Impact:** Students will create a Young Author Book to present to parents at the end of the year. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1201

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Author visit for Primary grades **Strategy's Expected Result/Impact:** Author will encourage students reading and writing to build a strong foundation for learning. **Staff Responsible for Monitoring:** Teachers, Leadership and PTO **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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.

Performance Objective 2: The percentage of students in First grade achieving or exceeding their Reading RIT goal will increase from 53% to 55% by May 2026.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, small group data, Teacher created tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Read Across America **Strategy's Expected Result/Impact:** Students will want to improve reading skills. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1202

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small Group **Strategy's Expected Result/Impact:** Small group instruction will help meet targeted needs for every student. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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.

Performance Objective 3: By May of 2026, students performing at the Mastery level on 3rd grade Reading Language Arts STAAR will increase from 50% to 51% in English and 33% to 34% in Spanish.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, MAP, iReady, Checkpoints and Teacher tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Novel Study **Strategy's Expected Result/Impact:** Teachers will spark students curiosity and encourage reading. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1203

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Author visit for upper grades **Strategy's Expected Result/Impact:** Author will encourage improving Reading and Writing skills. **Staff Responsible for Monitoring:** Teachers, Leadership and PTO **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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 1: School Connectedness Panorama data will increase from 69% to 70% by May 2026.

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey, Teacher observation and Leadership observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First Priority **Strategy's Expected Result/Impact:** Students will feel connected and work harder. **Staff Responsible for Monitoring:** First Priority leaders and Leadership **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All-Star Monthly Luncheon **Strategy's Expected Result/Impact:** Students will help build their connections within school. **Staff Responsible for Monitoring:** Counselor and leadership **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1204

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: School belonging Panorama data will increase from 69% to 70% by May 2026.

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey, Teacher observation and Leadership observation

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Honor Choir **Strategy's Expected Result/Impact:** Give students other areas to show their Gifted talents **Staff Responsible for Monitoring:** Music teacher and Leadership **Problem Statements:** School Culture and Climate 1	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: After School Sports **Strategy's Expected Result/Impact:** Students will show talents in other areas that encourage thinking skills **Staff Responsible for Monitoring:** Coaches and Leadership **Problem Statements:** School Culture and Climate 1	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: All-Star of the Month **Strategy's Expected Result/Impact:** Students will strive to work toward monthly character traits. **Staff Responsible for Monitoring:** Counselor, Leadership and teachers **Problem Statements:** School Culture and Climate 1	Oct	Jan	Mar	May

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. **Root Cause**: Students at or above grade level needs are not being met.

1206

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: Student daily attendance will increase from 96.1% to 96.3% by May 2026.

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

Evaluation Data Sources: Weekly attendance Dashboard, SQL reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance Tracker **Strategy's Expected Result/Impact:** Students will track their own attendance to encourage them to be at school daily. **Staff Responsible for Monitoring:** Teachers, Attendance Clerk and Leadership team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Attendance Recognition **Strategy's Expected Result/Impact:** Students will want to be at school for weekly recognition of class within each grade level with best attendance. **Staff Responsible for Monitoring:** Students, Teachers and Leadership **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1207

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: Discipline infractions will decrease from seven to five by May 2026.

Evaluation Data Sources: Discipline Log, Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monitor system of Watch, Warning and Growth Plan **Strategy's Expected Result/Impact:** Open communication with students and parents will decrease discipline issues. **Staff Responsible for Monitoring:** Staff and Leadership **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Saturday Detention **Strategy's Expected Result/Impact:** Students will not want to come to Saturday detention, so they will improve their behavior. **Staff Responsible for Monitoring:** Teachers and Leadership **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1208

Board Goal 4: Classroom Excellence

Performance Objective 1: Reagan's certified teachers will increase from 91.6% to 100% by May 2026.

Evaluation Data Sources: Leadership check ins, Teacher certification tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Uncertified teachers will do a monthly check-in with Leadership **Strategy's Expected Result/Impact:** Uncertified teachers will become certified by the end of the year. **Staff Responsible for Monitoring:** Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Buddy Teachers **Strategy's Expected Result/Impact:** 100% of teachers fully certified by the end of the year. **Staff Responsible for Monitoring:** Buddy teacher and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Reagan's ESL certified teaches will increase from 54% to 65% by May 2026.

Evaluation Data Sources: Leadership check ins, Teacher certification test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Encourage teachers to get their ESL certification. **Strategy's Expected Result/Impact:** More teachers will be certified by the end of the year. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reagan Staff Recognition **Strategy's Expected Result/Impact:** Teachers will be encouraged to complete their ESL certification. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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: Reagan teacher retention will increase from 82.9% to 85% by May 2026.

Evaluation Data Sources: End of year retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Mentoring **Strategy's Expected Result/Impact:** Teachers will feel supported and want to stay in education. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Veteran Teachers presentation of Reagan Expectations **Strategy's Expected Result/Impact:** Teachers will have more buy in with expectations when they are presented by their peers. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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: Reagan will be an AVID Kindergarten through Fifth campus by May 2026.

Evaluation Data Sources: AVID PD, Leadership support

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID board **Strategy's Expected Result/Impact:** Teachers and students will create displays for monthly strategies to learn AVID strategies. **Staff Responsible for Monitoring:** Teachers and Leadership, AVID Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Depth and Complexity Boards **Strategy's Expected Result/Impact:** Staff and guests will see displays of rigorous learning and encourage the learning process. **Staff Responsible for Monitoring:** Staff and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				1212

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. **Root Cause**: Students at or above grade level needs are not being met.

Board Goal 5: Culture of Excellence

Performance Objective 2: Student Engagement on Panorama will increase from 55% to 60% by May 2026.

Evaluation Data Sources: Panorama Data, Teacher and Leadership observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Tinker Tuesday **Strategy's Expected Result/Impact:** Students will exposed to rigorous activities weekly that encourages learning in content areas. **Staff Responsible for Monitoring:** Staff and Leadership **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bookworm Books **Strategy's Expected Result/Impact:** Students will work to get a nomination from teachers to be entered in weekly Bookworm drawing. Students will build their own libraries. **Staff Responsible for Monitoring:** Teachers and Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. **Root Cause**: Students at or above grade level needs are not being met.

Board Goal 5: Culture of Excellence

Performance Objective 3: Reagan teachers will increase certification in Blended Learning coursework from 48.17% to 52% by May 2026.

Evaluation Data Sources: Blended Learning Coursework log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Challenge to earn UTeach credits **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

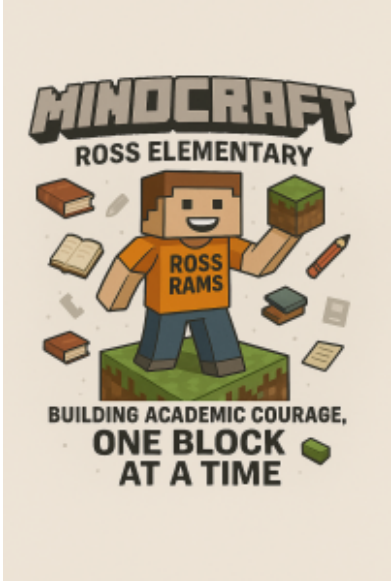
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Walkthroughs to monitor Blended Learning **Strategy's Expected Result/Impact:** Teachers will use more Blended Learning strategies within their classrooms. **Staff Responsible for Monitoring:** Teachers, Blended Learning Team and Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ross Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1215

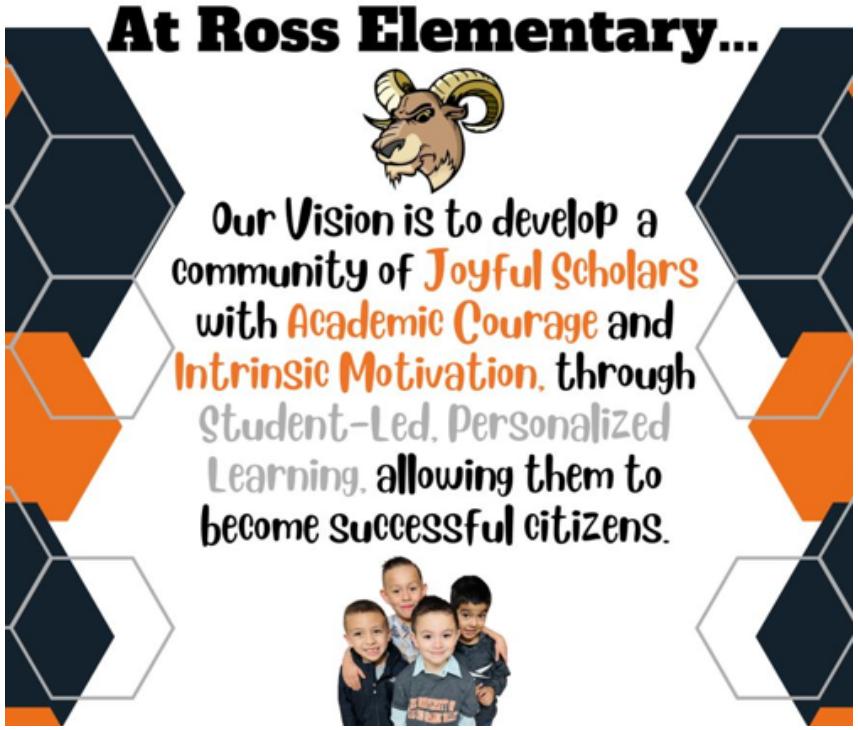
Mission Statement

At Ross Elementary, we will be a community of learners who believe that continuous learning through a growth mindset, setting high expectations, taking risks, and supporting teacher and student leaders will create a school culture where scholars are afforded a personalized learning plan in a positive environment to grow academically, socially, and emotionally.



Vision

1216





1217

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1218

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 of 2026, the percentage of students performing at the meets level on 3rd Math STAAR will increase from 28% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Math Benchmark Data
Check Point Data
Daily Exit Tickets

1219

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. **Strategy's Expected Result/Impact:** Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Four times during the school year, Ross teachers will participate in vertical alignment PLCs focused on aligning Concrete-Representational-Abstract (CRA) models and math routines across grade levels. During these sessions, teachers will share and examine student work, calibrate instructional practices, and ensure consistency in mathematical language, strategies, and expectations from one grade level to the next. **Strategy's Expected Result/Impact:** Increased alignment of CRA models and math routines will provide students with a consistent progression of skills and strategies, reducing gaps in mathematical understanding and improving student performance across grade levels. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			1220
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd-5th grade teachers will provide after-school tutoring services using i-Ready resources to target students performing in quintile 1 and quintile 3. Tutoring will focus on addressing foundational gaps for struggling learners while also pushing mid-level students toward grade-level mastery. Teachers will use i-Ready lesson pathways, data reports, and practice resources to deliver small-group, differentiated instruction. **Strategy's Expected Result/Impact:** Consistent use of i-Ready resources will ensure data-driven tutoring, leading to improved student outcomes on both i-Ready and STAAR assessments. **Staff Responsible for Monitoring:** 3rd, 4th, and 5th grade teachers Administrators **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** After School Tutoring - Title One School-wide - $14,563				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.
Problem Statement 2: Fifth grade Math performance declined from 83% Meets in 4th grade to 77% Meets in 5th grade. This indicates a notable drop in overall student achievement as students advanced to 5th grade. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact consistent math instruction. Additionally, approximately 20 students transferred from private schools--some with no prior STAAR experience and others who enrolled mid-year--creating instructional gaps and contributing to lower overall performance.
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. **Root Cause**: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

1221

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 of 2026, the percentage of students performing at the meets level on 5th Math STAAR will increase from 43% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Math Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campuswide "Math Deep Dive" problem-solving routine in which students restate the problem in their own words, create visuals to represent the problem, and write the steps taken to solve it. Students will share their thinking with peers to explain their reasoning, compare strategies, and refine their mathematical communication skills. **Strategy's Expected Result/Impact:** This consistent, schoolwide approach to problem-solving will strengthen students' conceptual understanding, increase their ability to communicate mathematical reasoning, and improve performance on multi-step and open-ended math problems. **Staff Responsible for Monitoring:** Administrators MCLs Team Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement blended learning practices in all classrooms to address individual student needs through differentiated High, Medium, and Low practice tasks. Teachers will use ongoing assessment data to assign targeted activities that close learning gaps, reinforce grade-level skills, and extend learning for students performing above grade level. **Strategy's Expected Result/Impact:** Differentiated blended learning will provide students with personalized practice at their appropriate level, accelerating growth for struggling learners while maintaining high expectations for all, ultimately leading to improved mastery of grade-level standards. **Staff Responsible for Monitoring:** Administrators MCLs Team Teachers **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3				

No Progress Accomplished Continue/Modify Discontinue

1223

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. **Root Cause**: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

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 percentage of students performing at the meets level on 3rd Reading STAAR will increase from 46% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will participate in a 45-minute weekly practice clinic with their Multi-Classroom Leader (MCL) to plan, script, and role-play high-impact instructional strategies. These sessions will focus on refining lesson delivery, questioning techniques, and student engagement practices through real-time feedback and rehearsal.				
Strategy's Expected Result/Impact: Consistent practice clinics will build teacher capacity, increase instructional precision, and ensure high-quality delivery of lessons, leading to greater student engagement and improved academic outcomes across all content areas. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** Opportunity Culture Positions - Title One School-wide - $87,000, Opportunity Culture Positions - Local - $111,000				

1224

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor and track student progress on i-Ready using data spreadsheets to identify strengths and gaps. This data will be used to plan and deliver targeted small-group instruction during the campus-wide intervention block from 2:30-3:15, ensuring that instruction is responsive to individual student needs. **Strategy's Expected Result/Impact:** Consistent use of i-Ready data to drive small-group instruction will accelerate learning for struggling students, close skill gaps, and increase the number of students meeting or exceeding grade-level expectations. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 **- 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 5, 6				

1225

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. **Root Cause**: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.
Problem Statement 5: Kindergarten MAPS performance experienced a significant decline from 2024 to 2024-2025. Reading decreased from 66 to 46.1 (-19.9), and Math decreased from 77.3 to 59.6 (-17.7), indicating a substantial drop in foundational skills development for incoming students. **Root Cause**: Kindergarten classes began the year with overflow enrollment, with up to 30-31 students per class, which limited opportunities for individualized instruction. Additionally, a brand-new first-year teacher joined the team in October and faced challenges with classroom management and instructional consistency, which impacted overall student growth.
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. **Root Cause**: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

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 percentage of students performing at the meets level on 5th Reading STAAR will increase from 42% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will participate in four vertical Writing PLC sessions led by a Multi-Classroom Leader to strengthen and align writing routines, strategies, and expectations across grade levels. These sessions will focus on calibrating instruction, analyzing student writing samples, and building consistency in the use of writing frameworks and feedback practices campuswide. **Strategy's Expected Result/Impact:** Vertical alignment of writing instruction will create a consistent progression of skills and strategies, improve the quality of student writing at all grade levels, and increase performance on writing-related tasks and assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administration **Title I:** 2.51, 2.52 **- 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 8				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will participate in four vertical Reading PLC sessions led by a Multi-Classroom Leader to strengthen and align reading strategies and routines across grade levels. These sessions will focus on calibrating comprehension instruction, analyzing student reading data and work samples, and building consistency in the use of campuswide reading practices. **Strategy's Expected Result/Impact:** Vertical alignment of reading instruction will ensure consistent strategies and expectations across grade levels, strengthen comprehension and fluency skills, and increase student performance on reading assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				

1227

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.
Problem Statement 8: While 1st grade Reading MAPS scores improved from 16.4% in 2023-2024 to 41.3% in 2024-2025, fewer than 50% of students met their projected RIT growth goals, indicating that the majority of students are still not achieving expected reading progress. **Root Cause**: The implementation of Saxon Phonics has supported overall improvement, but teachers lack a consistent daily structure for small-group reading instruction based on students' current reading levels. This limits opportunities for targeted intervention and acceleration to ensure all students meet their growth 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 5: By May of 2026, the percentage of students performing at the meets level on 5th Science STAAR will increase from 12% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Assistant Principal, who has a proven record of success in Science instruction, will provide ongoing planning support to the 5th grade Science teacher. This support will include weekly collaborative planning sessions, alignment of lessons to STAAR rigor, and guidance in incorporating hands-on, inquiry-based learning experiences.				
Strategy's Expected Result/Impact: Targeted planning support will strengthen the alignment and quality of Science instruction, increase student engagement in scientific inquiry, and improve student performance on Science assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal 5th grade Science Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd-5th Teachers will incorporate at least one science experiment per unit, integrating hands-on activities and related writing tasks. Students will engage in observing, predicting, experimenting, and recording results, followed by written reflections or explanations to strengthen scientific understanding and academic writing skills. **Strategy's Expected Result/Impact:** Regular integration of experiments with writing will deepen students' conceptual understanding, promote critical thinking, and enhance their ability to communicate scientific reasoning, leading to improved Science performance. **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 7				

No Progress Accomplished Continue/Modify Discontinue

1229

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 7: Fifth grade Science performance declined from 22% Meets in 2023-2024 to 12% Meets in 2024-2025, reflecting a significant decrease in student mastery of grade-level science standards. **Root Cause**: The assigned Science teacher, who returned from retirement, struggled with classroom management and with aligning Tier 1 instruction to the rigor and expectations of STAAR, which limited students' opportunities for high-quality, standards-based learning.

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

Performance Objective 1: The percentage of students in Kindergarten achieving or exceeding their Reading RIT goal will increase from 46.1% to 55%

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-2 teachers will implement Saxon Phonics with fidelity, following the prescribed lesson sequence, pacing, and instructional routines. Administrators and instructional leaders will provide regular monitoring and feedback to ensure consistent delivery and alignment with best practices in foundational literacy instruction.				1230
Strategy's Expected Result/Impact: Fidelity to Saxon Phonics will strengthen students' phonemic awareness, decoding skills, and reading fluency, leading to improved early literacy outcomes and increased readiness for grade-level reading by 3rd grade.				
Staff Responsible for Monitoring: MCLs Team Teachers Administrators				
Title I: 2.51, 2.52 **- 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 **- Targeted Support Strategy**				
Problem Statements: Student Achievement 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 teachers will implement blended learning best practices, including the use of choice boards and playlists, to provide differentiated and student-centered learning experiences. These tools will allow students to work at their own pace, access a variety of learning modalities, and engage in activities targeted to their individual needs and skill levels. **Strategy's Expected Result/Impact:** The consistent use of blended learning strategies will increase student engagement, provide personalized pathways for learning, and close skill gaps, leading to higher achievement in foundational reading and math skills. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Technology 1				

1231

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. **Root Cause**: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.
Technology
Problem Statement 1: Ross is a blended learning campus, and three newly hired teachers (5th grade Math, 4th grade self-contained, and 2nd grade self-contained) have limited experience with the campus's blended learning model. This creates a gap in implementation consistency compared to returning teachers who have already received blended learning training. **Root Cause**: New staff members have not yet received the same depth of blended learning training and coaching as their peers. Without targeted onboarding and ongoing support, instructional technology integration and student engagement in blended learning may be inconsistent across grade levels.

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

Performance Objective 2: The percentage of First grade students will show growth from 41.3% to 55% on their Reading MAP Assessment.

HB3 Board Goal

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will implement the campuswide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for nonliterary texts. Teachers will model how to complete the charts, provide guided practice, and use them as a tool for comprehension discussions and written responses. **Strategy's Expected Result/Impact:** Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 **- 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 6				1232

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. **Strategy's Expected Result/Impact:** Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				

No Progress | Accomplished | Continue/Modify | Discontinue

1233

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. **Root Cause**: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

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

Performance Objective 3: The percentage of 3rd grade students performing at the meets level on their Reading STAAR Assessment will increase from 46% to 55%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in 3rd-4th grade will integrate Curipod into Writing instruction to provide interactive lessons, model writing strategies, and engage students in collaborative writing activities. Curipod will be used to support idea generation, organization, and peer feedback in alignment with grade-level writing standards. **Strategy's Expected Result/Impact:** The use of Curipod will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 4				1234

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd-5th grade teachers will incorporate novel studies into reading instruction to provide extended, in-depth analysis of complex texts. Novel studies will be used to challenge higher-level students through advanced vocabulary, deeper comprehension questions, thematic analysis, and opportunities for written literary response. **Strategy's Expected Result/Impact:** Incorporating novel studies will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 4				

1235

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

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: School Connectedness Panorama data will increase from 68% to 75%.

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

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Through the Ron Clark House System, 3rd-5th grade students will participate in regular house meetings designed to build confidence, develop effective communication skills, and practice active listening. Meetings will provide structured opportunities for students to use their voice, engage in respectful discourse, and encourage their peers. **Strategy's Expected Result/Impact:** House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.53, 2.531 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1236

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in daily Mindful Minutes during morning assembly, guided by the school counselor, to learn and practice techniques for regulating their bodies and emotions. Activities will include breathing exercises, guided visualization, and short movement or grounding activities to promote focus and emotional readiness for learning. **Strategy's Expected Result/Impact:** Daily mindfulness practice will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

1237

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

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: Student daily attendance will increase from 92.9% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will record and monitor their own attendance in personal data trackers, reviewing their progress regularly with their teacher. Teachers will provide guidance on setting attendance goals and celebrating improvements to encourage student ownership and accountability. **Strategy's Expected Result/Impact:** Tracking attendance will increase student awareness of their attendance patterns, promote accountability, and contribute to improved daily attendance rates across the campus. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.53, 2.531 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				1238

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will use ClassDojo as the campuswide communication platform to provide parents with timely updates, reminders, and messages in a text-style format. This unified approach will ensure consistent communication practices across the campus and align with parents' preferred method of receiving information. **Strategy's Expected Result/Impact:** Using a single, parent-preferred communication platform will improve family engagement, increase responsiveness to school messages, and strengthen the partnership between home and school. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.53, 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

1239

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family and community engagement has been inconsistent due to varied communication methods across the campus. Teachers used multiple platforms, including Remind, ClassDojo, and phone calls through SchoolStatus, while Focus--our primary system--was challenging to use and did not log phone calls. This inconsistency limited clear and timely communication with families. **Root Cause**: The campus lacked a unified communication platform and consistent expectations for parent communication. Staff were more comfortable with previous systems and found Focus difficult to navigate, leading to inconsistent family engagement practices.

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: Exclusionary disciplinary infractions including off campus suspensions will decrease by 50% from 8 to 4 instances.

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

Evaluation Data Sources: Records of discipline

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3rd-5th grade students will participate in house projects throughout the school year focused on community-based initiatives. These projects will provide opportunities for students to collaborate with peers, apply problem-solving skills, and develop leadership, responsibility, and teamwork abilities that can be carried into lifelong experiences. **Strategy's Expected Result/Impact:** Participation in community-focused house projects will strengthen students' collaboration, communication, and leadership skills while fostering a sense of civic responsibility and school pride. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				1240

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will engage in leadership opportunities such as serving as "Ramtastic Leaders," where they will adopt a lower grade level and read to buddy students, or serving as House Leaders who guide house meetings, lead cheers, and facilitate chants. These roles will provide authentic opportunities for students to model positive behavior, build confidence, and develop leadership skills. **Strategy's Expected Result/Impact:** Providing diverse leadership opportunities will empower students to take active roles in the school community, strengthen their communication and mentoring skills, and foster a culture of responsibility, pride, and collaboration. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

1241

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences. **Root Cause**: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impac

School Culture and Climate
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

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: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To strengthen student engagement and connectedness, the campus will begin the year with professional development on the Listening Gym strategy. Teachers will implement Listening Gym routines in their classrooms to build active listening and increase participation. **Strategy's Expected Result/Impact:** Students will feel more engaged and connected by practicing active listening and participation, leading to improved classroom culture and stronger survey results. **Staff Responsible for Monitoring:** Administrator MCLs Counselor **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1242

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administration will conduct bi-monthly calibration walks with Multi-Classroom Leaders (MCLs) in their team teachers' classrooms. These walks will be used to align feedback, monitor the implementation of campus initiatives, and ensure consistency in student engagement across grade levels. **Strategy's Expected Result/Impact:** Regular calibration will improve fidelity of campus initiatives, leading to higher student engagement and achievement. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

1243

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase the student attendance rate from 92.9% to 94.0% for all students by May 2026.

Evaluation Data Sources: Attendance Rate report in FOCUS and weekly attendance dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will take ownership of their attendance by tracking it daily in their individual student data folders. Teachers may also implement classroom attendance charts as a visual and motivational tool to encourage accountability. **Strategy's Expected Result/Impact:** Students will develop a stronger sense of responsibility for their attendance, leading to improved daily presence and progress toward the campus goal of increasing attendance from 92.9% to 94% by May 2026. **Staff Responsible for Monitoring:** Teachers Admin Attendance Committee **Title I:** 2.51 **Problem Statements:** Demographics 2				1244

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Campus Attendance Committee will meet monthly to review attendance data, identify students with recurring absences or tardies, and collaborate with the attendance clerk to create and monitor attendance contracts for students in need of additional support. The committee will also design and implement campus-wide attendance initiatives to foster improved daily attendance, such as classroom compeitions. **Strategy's Expected Result/Impact:** Students and families with chronic attendance issues will receive personalized interventions and accountability. **Staff Responsible for Monitoring:** Teachers Attedance Clerk Administration **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences. **Root Cause**: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impac

1245

Board Goal 4: Classroom Excellence

Performance Objective 2: The number of completed Opportunity Culture coaching cycles for all Multi-Classroom Leaders (MCLs) will increase from 50% to 80% by May 2026. MCLs will conduct and document one completed coaching cycle per month for seven months to ensure consistent teacher development and support.

Evaluation Data Sources: School Mint Grow
Administration holds monthly one-on-one meetings with teachers and MCLs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Principals will conduct monthly one-on-one meetings with each Multi-Classroom Leader (MCL) using a problem/solution framework to review coaching cycle progress, identify barriers, and collaboratively develop action steps. These meetings will provide accountability, ensure alignment to campus goals, and support MCLs in strengthening teacher capacity through high-quality coaching practices. **Strategy's Expected Result/Impact:** MCLs will receive consistent, targeted support to improve the quality and frequency of coaching cycles. **Staff Responsible for Monitoring:** MCLS Administration **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				1246

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principals will hold monthly one-on-one meetings with teachers to review progress on coaching action steps, analyze evidence gathered from PLCs, and monitor student data tracking. These meetings will also include reflection on implementation of blended learning best practices, with principals providing targeted feedback and support to ensure teachers are making progress toward campus instructional goals. **Strategy's Expected Result/Impact:** Teachers will receive ongoing, individualized accountability and support to strengthen instructional practices. **Staff Responsible for Monitoring:** Principals **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

No Progress Accomplished Continue/Modify Discontinue

1247

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staffing transitions in 5th grade have impacted instructional continuity. The previous 5th grade MCL transitioned to the assistant principal role, and while a new teacher joined the 5th grade math team with prior experience, they are new to this grade level and its curriculum. **Root Cause**: Frequent staffing changes in key grade levels reduce instructional consistency and require time for new teachers to adapt to campus expectations, curriculum, and student needs. Limited strategic succession planning for leadership and high-stakes instructional positions contributes to gaps in experience during transitions.

Board Goal 4: Classroom Excellence

Performance Objective 3: The campus will hold three vertical alignment PLCs during the 2025-2026 school year, led by Multi-Classroom Leaders (MCLs), to ensure instructional strategies are aligned and progressive across grade levels. By May 2026, 100% of planned vertical PLC sessions will be completed and documented with evidence of aligned instructional practices.

Evaluation Data Sources: PLC Agendas
PLC minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead vertical alignment PLCs for grades k-5 to ensure consistency in math instruction. These sessions will focus on aligning math routines (such as fact fluency, number talks, and math journals) and problem-solving strategies (including CRA models and multi-step problem-solving processes) so students experience a progressive and coherent approach across grade levels. **Strategy's Expected Result/Impact:** Students will encounter consistent math language, routines, and problem-solving strategies across grades, reducing instructional gaps and improving performance on multi-step math tasks. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				1248

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs will lead vertical alignment PLCs for grades K-5 to strengthen writing instruction. Teachers will align writing strategies (such as planning, revising, and editing routines) and review student writing samples across grade levels to calibrate expectations and ensure a progressive development of writing skills. **Strategy's Expected Result/Impact:** Vertical alignment of writing strategies will provide students with consistent routines, raise expectations across grade levels, and improve the quality of student writing on both campus assessments and STAAR. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				

No Progress Accomplished Continue/Modify Discontinue

1249

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 67% to 75%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement daily morning meetings to build classroom community, foster positive relationships, and set a positive tone for learning. Morning meetings will include a greeting, sharing time, a group activity, and a brief discussion of the day's goals or expectations. **Strategy's Expected Result/Impact:** Consistent morning meetings will strengthen teacher-student and peer relationships, improve classroom climate, and increase student engagement and readiness for learning. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				1250

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will intentionally strengthen student discourse in both math and reading by incorporating structured discussion routines, open-ended questioning, and peer-to-peer collaboration into daily lessons. Students will be guided to use academic vocabulary, explain their reasoning, and build on one another's ideas. **Strategy's Expected Result/Impact:** Increased opportunities for structured academic discourse will deepen student understanding, improve critical thinking and communication skills, and lead to higher performance in both math and reading. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.53, 2.531, 2.533 **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

1251

Board Goal 5: Culture of Excellence

Performance Objective 2: Students Sense of Belonging Panorama Data will increase from 62% to 75%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will nominate their peers for "Ram of the Month" recognition using good character traits outlined in the "Ross Pledge." Nominations will highlight specific examples of how students demonstrate these traits in daily interactions, reinforcing the campus's core values. **Strategy's Expected Result/Impact:** Peer nominations based on the Ross Pledge will promote positive character development, strengthen the school's culture of respect and responsibility, and encourage students to model and recognize good character in others. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.53, 2.531 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1252

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will host two "I-Grow" celebrations each year--one at the end of each semester--to recognize and celebrate student growth based on individual goal-setting progress. Students will track their own goals throughout the semester, and those demonstrating growth will be honored during these events. **Strategy's Expected Result/Impact:** Celebrating student growth will increase motivation, reinforce the value of goal setting, and foster a positive, achievement-focused school culture where effort and progress are recognized. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress Accomplished Continue/Modify Discontinue

1253

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 5: Culture of Excellence

Performance Objective 3: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To strengthen student engagement and connectedness, the campus will begin the year with professional development on the Listening Gym strategy. Teachers will implement Listening Gym routines in their classrooms to build active listening and increase participation. **Strategy's Expected Result/Impact:** Students will feel more engaged and connected by practicing active listening and participation, leading to improved classroom culture and stronger survey results. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				1254

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administration will conduct bi-monthly calibration walks with Multi-Classroom Leaders (MCLs) in their team teachers' classrooms. These walks will be used to align feedback, monitor the implementation of campus initiatives, and ensure consistency in student engagement across grade levels. **Strategy's Expected Result/Impact:** Regular calibration will improve fidelity of campus initiatives, leading to higher student engagement and achievement. **Staff Responsible for Monitoring:** Administrators MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

1255

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Ector County Independent School District

Sam Houston Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1256

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1257

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 % of scholars performing at the MEETs level on 3rd, 4th and 5th Math STAAR will increase from 35% 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%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP End of Year assessment
Iready Diagnostics
District Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers increased instructional effectiveness and increased student achievement in Math. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations in small group and ensure the use of iReady at least 60 minutes per week; and the campus Math Instructional Specialist will support novice teachers with planning and assist with student intervention groups. 4-5 grade will utilized Read 180 and ST math for 1416 kids. **Strategy's Expected Result/Impact:** Student growth as measured on MAP BOY to MAP EOY and STAAR growth for 4th and 5th grade. **Staff Responsible for Monitoring:** Teachers Math Instructional Specialist MCL Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. **Strategy's Expected Result/Impact:** More individualized lessons for students. Increased student engagement and academic achievement. **Staff Responsible for Monitoring:** Blended learning site team Administrators Instructional Specialist District Blended learning support team **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Organization 1 - Technology 1				

1259

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause**: There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
Problem Statement 1: Math in k-3 is a lower performing area. **Root Cause**: consistent systems and implementation of rigorous lessons in k-2 math
Technology
Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause**: lack of professional development in individualized instruction.

1260

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 % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% 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%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP End of Year assessment
Iready Diagnostics
District Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers increased instructional effectiveness and increased student achievement in Reading. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.51, 2.52, 2.53 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1				1261

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations in small group instruction and they will utilize I-Ready 2 times a week for 30 minutes; Blended Learning in the beginning stages; and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** IReady lessons passed at 70% or higher (2-3 lessons a week) Checkpoint monitoring meets percentage **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Technology 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. **Strategy's Expected Result/Impact:** More individualized lessons for students. Increased student engagement and academic achievement. **Staff Responsible for Monitoring:** Blended learning site team Administrators Instructional Specialist District Blended learning support team **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Technology 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. **Root Cause**: there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.

Technology

Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause**: lack of professional development in individualized instruction.

1263

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 percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 12% to 30%.

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 End of Year assessment
District Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Teachers increased instructional effectiveness and increased student achievement in Science. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				1264

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers in 3rd, 4th and 5th grades will use Lone Star Science Structures to support a daily spiral review of critical standards in Science. **Strategy's Expected Result/Impact:** Increased student engagement in Science. Increased student achievement in Science. **Staff Responsible for Monitoring:** Teachers MCLs **Title I:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Lone Star Science Structure licenses - Title One School- Improvement - $4,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

1265

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause**: There is a lack of consistent implementation of programs, resources, and coaching of teachers.

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 42% to 47%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: MAP reading assessment
checkpoints
iReady diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3 teachers will effectively implement guided reading structures and leveled literacy intervention groups daily. **Strategy's Expected Result/Impact:** Increased reading fluency and comprehension for students. Increased academic performance in reading. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 2 - Staff Quality, Recruitment, and Retention 1				1266

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. **Strategy's Expected Result/Impact:** More individualized lessons for students. Increased student engagement and academic achievement. **Staff Responsible for Monitoring:** Teachers blended learning site team administrators District blended learning team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Technology 1				

No Progress Accomplished Continue/Modify Discontinue

1267

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause**: Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. **Root Cause**: there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Technology
Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause**: lack of professional development in individualized instruction.

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

Performance Objective 2: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 43% to 48%

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Checkpoints
MAP MOY and EOY
Diagnostic IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Curriculum, Instruction, and Assessment 1				1268

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause**: There is a lack of consistent implementation of programs, resources, and coaching of teachers.

1269

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

Performance Objective 3: By May of 2026, the number of students performing at the Meets level in 3rd RLA STAAR will increase from 28% to 33%.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP MOY and EOY
Monthly IReady Reports
Checkpoints

1270

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: Sam Houston will continue to be identified as an AVID certified campus through May 2026 to assist in the increase of College, Career, or Military Readiness.

Evaluation Data Sources: AVID site team agendas
AVID walk throughs and quarterly checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 2nd - 5th grade students will use daily planners for organization, portfolio binders for organization and interactive note taking books. **Strategy's Expected Result/Impact:** Increased organization and responsibility. **Staff Responsible for Monitoring:** Teachers AVID Coordinator Administrators **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** planners - Local				1271

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students in k-5 will use Leadership Portfolios to track their individual goals and data from all assessments. Classrooms will have classroom data trackers. **Strategy's Expected Result/Impact:** Student goal setting skills and tracking. Increased performance in core areas. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.531 **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** binders, data trackers - Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause**: lack of foundational knowledge and support outside of school
Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause**: There is a lack of consistent implementation of programs, resources, and coaching of teachers.

1272

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: Sam Houston will implement College Days to showcase various colleges and career awareness at least one time per month.

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: Increased student awareness in the college and career opportunities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students and staff will wear college shirts the first Wednesday of each month and a different staff member will be showcased to expose students to staff college experiences. **Strategy's Expected Result/Impact:** Increased student awareness in the college and career opporutnities **Staff Responsible for Monitoring:** AVID site team Teachers **Title I:** 2.532				1273

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston will host a career day in the Spring to showcase various professions in order to expose students to higher educational opportunities and career pathways. **Strategy's Expected Result/Impact:** Increased student awareness in college and career opportunities **Staff Responsible for Monitoring:** AVID site team Counselor Teachers **Title I:** 2.532				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 75% of our classroom teachers will be trained and implementing Blended Learning strategies in their classroom.

Evaluation Data Sources: Blended learning training session feedback
administrator walk throughs
lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Professional development will be provided for teachers on blended learning strategies through the district blended learning department. **Strategy's Expected Result/Impact:** Enhanced individualized instruction for students in order to meet all levels of needs. Increased academic mastery for students. **Staff Responsible for Monitoring:** Teachers, Site team for blended learning administrators **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Organization 1 - Technology 1				1274

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Blended learning laps will be conducted by the blended learning support team to assist teachers in the implementation of choice boards, TEKS bins and individualized learning. **Strategy's Expected Result/Impact:** increased student engagement and achievement **Staff Responsible for Monitoring:** Teachers Blended learning district support team **Title I:** 2.52 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause**: There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
Problem Statement 1: Math in k-3 is a lower performing area. **Root Cause**: consistent systems and implementation of rigorous lessons in k-2 math
Technology
Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause**: lack of professional development in individualized instruction.

1275

Board Goal 4: Classroom Excellence

Performance Objective 2: Sam Houston teachers will implement effective methods of participation in the classroom instruction, including students discourse, habits of discussion, and writing integration across all content areas.

Evaluation Data Sources: Walkthroughs and TTESS observations
Panorama Survey
Measurable Results Survey for Leader in Me

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Instructional Leadership Team will provide professional development to teachers in habits of discussion and methods of participation. **Strategy's Expected Result/Impact:** Increased engagement in academic tasks by students. Increased student achievement. **Staff Responsible for Monitoring:** Teachers MCLs Instructional Specialist Administrators **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				1276

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs and Instructional coach will be trained in effective instructional practices to increase rigor and engagement through the district with Uncommon Schools. The Campus team will be trainer of trainers for teachers and facilitate new learning through PLCs. **Strategy's Expected Result/Impact:** Increased rigorous instruction **Staff Responsible for Monitoring:** MCLs Instructional Specialist Administrators **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

1277

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause**: lack of foundational knowledge and support outside of school
Staff Quality, Recruitment, and Retention
Problem Statement 1: Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. **Root Cause**: there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause**: There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
Problem Statement 1: Math in k-3 is a lower performing area. **Root Cause**: consistent systems and implementation of rigorous lessons in k-2 math

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, overall student attendance will increase from 93.5% to 94% through targeted attendance initiatives, attendance celebrations and consistent monitoring.

Evaluation Data Sources: Weekly attendance dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly celebration for the class with highest attendance, as well as spontaneous checks 1 day weekly for the class with highest attendance percentage for celebrations. **Strategy's Expected Result/Impact:** increased attendance and student achievement **Staff Responsible for Monitoring:** Clerk Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 2 **Funding Sources:** incentives - Local				1278

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nine weeks celebration for students with perfect attendance. They will receive a perfect attendance shirt and certificate. **Strategy's Expected Result/Impact:** increased student attendance **Staff Responsible for Monitoring:** clerk teachers counselor administrators **Problem Statements:** Demographics 1 **Funding Sources:** t-shirts - Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. **Root Cause**: Parents do not prioritize school attendance over other items and keep students home.
Problem Statement 2: Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause**: Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

1279

Board Goal 5: Culture of Excellence

Performance Objective 2: All teachers will implement Leader In Me daily lessons in order to continue the teaching of well-rounded student leadership through the partnership with Franklin Covey, Inc.

Evaluation Data Sources: weekly lesson plans
MRA student and staff survey
Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus staff will recieve a review of Core 1 training through Franklin Covey to help re-establish the foundation for new staff and students of the Leader In Me process. **Strategy's Expected Result/Impact:** Increased student responsibility and self-efficacy on Panorama survey for students. **Staff Responsible for Monitoring:** teachers Lighthouse Team **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 **Funding Sources:** Leader in Me books, posters - Local				1280

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus Lighthouse Team will recieve Lighthouse training through Franklin Covey to help re-establish action team initiatives for the campus. **Strategy's Expected Result/Impact:** Better understanding of Lighthouse team responsibilities. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause**: Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

1281

Board Goal 5: Culture of Excellence

Performance Objective 3: Sam Houston will implement the House System (replicated from Ron Clark Academy) to increase student engagement and build a strong campus culture and community.

Evaluation Data Sources: Decreased disciplinary referrals
increased attendance
increased scores from student MRA and Panorama surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students and staff will be placed in a House and monthly celebrations will occur for the House with the most points earned for showing leadership habits across the campus. New staff will be trained in the House System through RCA professional development and campus House team. **Strategy's Expected Result/Impact:** Decreased disciplinary referrals Improved student and staff culture based on Panorama and MRA surveys **Staff Responsible for Monitoring:** House committee Teachers/Staff Administrators **Title I:** 2.52 **Problem Statements:** Demographics 1 - School Culture and Climate 1 **Funding Sources:** monthly incentives, house shirts - Local, professional development - Title One School-Improvement				1282

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The House Committee will assist in training and modeling for teachers the classroom practice of students speaking with confidence by standing and addressing their audience. **Strategy's Expected Result/Impact:** Increased classroom trust and participation Increased student confidence and engagement **Staff Responsible for Monitoring:** teachers House committee **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

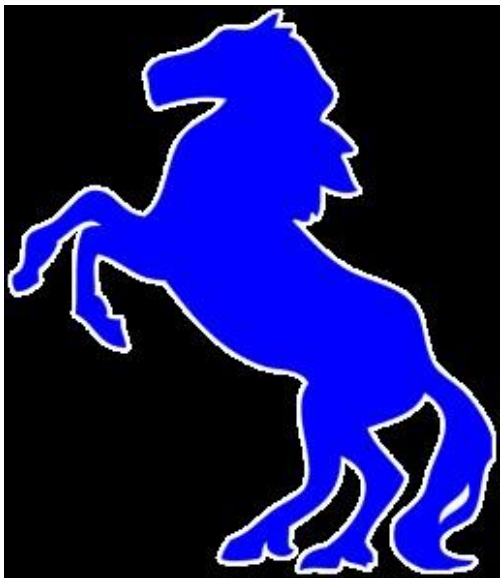
Demographics
Problem Statement 1: Student attendance is still below the state average. **Root Cause**: Parents do not prioritize school attendance over other items and keep students home.
School Culture and Climate
Problem Statement 1: According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause**: lack of foundational knowledge and support outside of school

1283

Ector County Independent School District

San Jacinto Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1284

Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

Vision

To inspire a love of learning and a commitment to kindness, creating a nurturing environment where students, families, and staff work together to build a foundation for lifelong learners who contribute meaningfully to their community.

1285

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1286

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 performing at the MEETS level on 3rd-5th Reading STAAR will increase from 46% to 55%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1288

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.

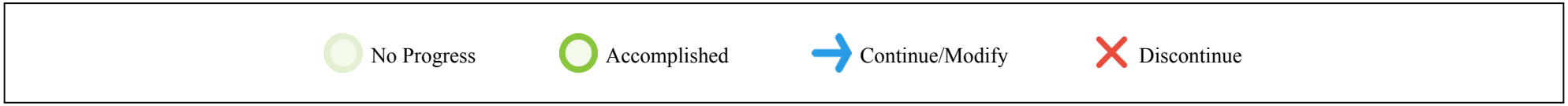
Performance Objective 2: By May 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 41% to 50%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1289

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				



1290

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, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 9% to 20%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Weekly hands-on labs and inquiry-based activities and learning will be connected to real-world experiences. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **ESF Levers:** Lever 5: Effective Instruction				1291

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science vocabulary instruction will be taught by using word walls, interactive notebooks, and daily review routines. Science academic vocabulary will be reviewed daily to strengthen students' comprehension of scientific texts and assessments. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring for fifth grade students will start in the fall semester. Tutoring will focus on science vocabulary, reading comprehension, and fluency. **Strategy's Expected Result/Impact:** Increased growth and achievement in the areas of reading comprehension and fluency tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** - Title One School-wide - $24,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The fourth grade teachers will move up with their students to fifth grade. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Campus admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				1292

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Fifth grade science meets percentage decreased 13%, from 23% to 10%. **Root Cause**: More emphasis needed to be placed on vocabulary, reading comprehension, and fluency.

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

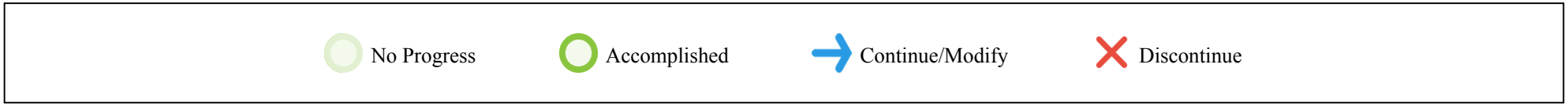
Performance Objective 1: The percentage of 3rd grade students performing at the MEETS level on The Reading STAAR assessment will increase from 48% to 55%.

Indicators of Success:
Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1293

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				



1294

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

Performance Objective 2: The percentage of students k-2 achieving or exceeding their Reading Rit goal will increase from 55% to 65%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1295

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/ teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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.

Performance Objective 3: The percentage of students k-3 achieving their growth goal will increase from 57% to 65%.

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 EOY Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1296

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/ teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Lead teachers, MCLs, and campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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 1: School Connectedness panorama data will increase from 57% to 70%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. **Strategy's Expected Result/Impact:** Students will participate in activities that will help them feel cared for and connected with their teachers and peers. **Staff Responsible for Monitoring:** Campus Admin and counselors **ESF Levers:** Lever 3: Positive School Culture				1297

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal				

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 2: Student daily attendance will increase from 92.8% to 95%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive assistance if needed. **Staff Responsible for Monitoring:** Campus admin **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. **Strategy's Expected Result/Impact:** 95% attendance rate **Staff Responsible for Monitoring:** Campus Admin counselor Lead teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - Local - $500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. **Root Cause**: There is not enough timely communication with parents and students regarding attendance.

1299

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: Exclusionary disciplinary infractions will decrease from 2% to 1%.

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 - 2026 Goal: 52%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. **Strategy's Expected Result/Impact:** Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. **Staff Responsible for Monitoring:** Counselors teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-5th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. **Staff Responsible for Monitoring:** Counselors teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1300

Board Goal 4: Classroom Excellence

Performance Objective 1: Student daily attendance will increase from 92.8% to 95%.

Evaluation Data Sources: Daily Attendance Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive assistance if needed. **Staff Responsible for Monitoring:** Campus admin **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			1301
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. **Strategy's Expected Result/Impact:** 95% attendance rate **Staff Responsible for Monitoring:** Campus Admin counselor Lead teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - Local - $500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. **Root Cause**: There is not enough timely communication with parents and students regarding attendance.

1302

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase support for the K-5 bilingual teachers

Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hire an MCL that will work exclusively with bilingual teachers. **Strategy's Expected Result/Impact:** Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. **Staff Responsible for Monitoring:** MCL and Campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hire a campus bilingual specialist that will work exclusively with bilingual teachers and bilingual students. **Strategy's Expected Result/Impact:** Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Increase the number of bilingual students that receive individual and small group instruction. **Staff Responsible for Monitoring:** Bilingual specialist and campus admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Third grade bilingual student achievement in reading and math was below their monolingual cohort. **Root Cause**: There were two substitutes in the fall semester, We hired a certified teacher in the spring semester.

1304

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase support for the K-3 first year teachers.

Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hire instructional aides that will work with first year teachers. **Strategy's Expected Result/Impact:** Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. **Staff Responsible for Monitoring:** MCL and Campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hire MCLs that will work exclusively with first year teachers. **Strategy's Expected Result/Impact:** Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. **Staff Responsible for Monitoring:** MCL and Campus Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

1305

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 57% to 70%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. **Strategy's Expected Result/Impact:** Students will participate in activities that will help them feel cared for and connected with their teachers and peers. **Staff Responsible for Monitoring:** Campus Admin and counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: For the 25-26 school year, PTA membership will increase from 10 to 25 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.

Evaluation Data Sources: PTA Membership

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: San Jacinto will use newsletters, social media, and school events to promote PTA membership. **Strategy's Expected Result/Impact:** Increased PTA participation **Staff Responsible for Monitoring:** PTA president **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and staff will personally invite parents and guardians to join the PTA. **Strategy's Expected Result/Impact:** Increased PTA participation **Staff Responsible for Monitoring:** PTA President Campus Admin **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1307

Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging panorama data will increase from 57% to 70%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. **Strategy's Expected Result/Impact:** Students will participate in activities that will help them feel cared for and connected with their teachers and peers. **Staff Responsible for Monitoring:** Campus Admin and counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Wilson & Young Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

1309

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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 of 2026, the percentage of students achieving or exceeding their reading RIT goal will increase from 42% to 52% by spring of 2026.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim. **Strategy's Expected Result/Impact:** Increase student growth on EOY MAP and STAAR performance level growth **Staff Responsible for Monitoring:** RLA MCLS and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during RLA block (6th and 7th) 8th grade Reading Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary. **Strategy's Expected Result/Impact:** Increase in the number of students reaching reading RIT goal. **Staff Responsible for Monitoring:** RLA teachers, RLA MCLS, and Principal **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

1312

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 of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 55% to 58%.

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: BOY and EOY MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim. **Strategy's Expected Result/Impact:** Increase in number of students achieving RIT Goal **Staff Responsible for Monitoring:** Math Teachers, Math MCLs, Assistant Principal, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				1313

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during math block (6th and 7th) 8th grade Math Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary. **Strategy's Expected Result/Impact:** strengthen Tier 2 and 3 interventions and lead to increase in number of students achieving their RIT goal. **Staff Responsible for Monitoring:** Math Teachers, Assistant Principal, MCLs, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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.

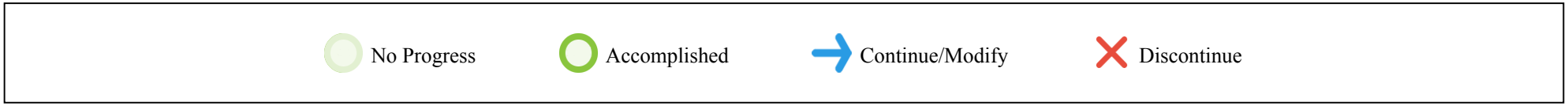
Performance Objective 3: By May of 2026, the percentage of students performing at the masters level on the Algebra I EOC will increase from 91% to 95% as measured by STAAR.

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR EOC Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach. **Strategy's Expected Result/Impact:** Increase masters from 91% to 95%. **Staff Responsible for Monitoring:** Algebra I teacher, Assistant Principal. Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1314

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. MAP assessments will create an individualized pathway in IXL to remediate and enrich based on each individual students learning needs. **Strategy's Expected Result/Impact:** Increase in % of students performing at masters level on STAAR Algebra I EOC. **Staff Responsible for Monitoring:** Algebra Teacher, Assistant Principal, Principal. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				



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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 of 2026, the percentage of students performing at the meets level on the math STAAR will increase from to 30% to 45% as measured by STAAR.

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: District Checkpoints, BOY MAP, STAAR Interim, STAAR test, formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 7th grade math teachers will track district checkpoint data as well as STAAR interim data to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess mastery and needs for reteach. Reteach plans such as spiral reviews, do now's, and exit tickets. **Strategy's Expected Result/Impact:** Increase in 7th grade meets performance level as measured by the 2026 STAAR. **Staff Responsible for Monitoring:** 7th Grade MCL, Assistant Principal, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1316

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide TIER II and TIER III instruction based on data during Math Block (6th and 7th) and math lab (8th) Intervention will include small group, individualized lessons in IXL, and stations. **Strategy's Expected Result/Impact:** Increase the % of 7th grade math students performing at the meets level to 20%. **Staff Responsible for Monitoring:** 7th Grade math MCL, Assistant Principal, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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 percentage of RLA students performing at the meets level will increase from 47% to 55%.

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: District Checkpoints, STAAR interim, and STAAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using I-Ready data, BOY MAP data, and district checkpoint assessments teachers will track student mastery of TEKS. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly through small group and reteach. (6th and 7th during Tier II and Tier III intervention during block, 8th grade lab) **Strategy's Expected Result/Impact:** Increase in % of students performing at the meets level on STAAR 2026 **Staff Responsible for Monitoring:** 7th Grade RLA MCL, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1317

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: RLA teachers will utilize blended learning to provide increased individualized intervention , student choice, and student data tracking. **Strategy's Expected Result/Impact:** Increase student engagement and mastery of material which will increase 5% of 7th grade students performing meets performance level on the 2026 STAAR **Staff Responsible for Monitoring:** RLA MCLs and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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 percentage of 8th grade students performing meets level on Science will increase from 39% to 45%.

Indicators of Success:
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: STAAR interim and STAAR 2026 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student data tracking of performance on BOY MAP, district checkpoints, and STAAR interim data. **Strategy's Expected Result/Impact:** Increase in student knowledge of performance and increase targeted Tier II and III instruction to increase % of meets level student performance **Staff Responsible for Monitoring:** 8th Grade Science PLC, Assistant Principal, Principal **ESF Levers:** Lever 5: Effective Instruction				1318

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through support of Region 18, curriculum, Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of Science TEKS/standards. **Strategy's Expected Result/Impact:** increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR **Staff Responsible for Monitoring:** 8th Grade Science, Assistant Principal, Principal **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** 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.

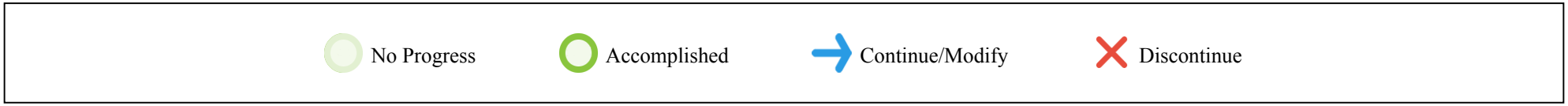
Performance Objective 7: By May of 2026, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 43% to 62% as measured by STAAR.

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

Evaluation Data Sources: District Checkpoints, STAAR interim, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social studies teachers, with the help of the IC and department head will analyze district checkpoint data. The instructional frameworks, frequently tested TEKS, and standards analysis to ensure lesson alignment and reteach are consistent. **Strategy's Expected Result/Impact:** Increase in number of students achieving the approaches performance level to 62% **Staff Responsible for Monitoring:** IC, 8th Grade Social Studies teachers, Principal **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability**				1319

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Region 18 coaching, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve teacher content knowledge of the TEKS, and implementation of embedded student engagement strategies. **Strategy's Expected Result/Impact:** Increase in student engagement during content leading to increase in performance of approaches to 62% **Staff Responsible for Monitoring:** IC, 8th Grade Social Studies, Principal **ESF Levers:** Lever 5: Effective Instruction				



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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.

1321

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: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

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, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms. **Strategy's Expected Result/Impact:** Improve rigor and depth of knowledge across content and grade levels **Staff Responsible for Monitoring:** AVID coordinator, Assistant Principal, Principal **TEA Priorities:** Connect high school to career and college				1322

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. **Strategy's Expected Result/Impact:** Increase % of students entering AVID pathway. **Staff Responsible for Monitoring:** AVID Coordinator, Assistant Principal, Principal **TEA Priorities:** Connect high school to career and college				

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 2: By May of 2026, student attendance will increase from 92.7% to 94%.

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

Evaluation Data Sources: Attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance. **Strategy's Expected Result/Impact:** Accurate ADA period attendance daily **Staff Responsible for Monitoring:** Attendance Clerks, AP's, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Office staff, teachers, and counselors will complete parent contacts for 2nd period in eduphoria. Assistant Principals and Social Worker will complete attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase in % of students attending school **Staff Responsible for Monitoring:** Attendance clerks, AP's, Principals, Social Worker				

1323

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: By May of 2026, decrease the number of discipline referrals from 1523 to 1250.

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 - 2026 Goal: 52%

Evaluation Data Sources: Discipline data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of consistent signage utilizing Safe, Respectful, Responsible in all common areas and classrooms. **Strategy's Expected Result/Impact:** Decrease in referrals from common areas (RR, Hallway, Cafeteria) due to clearly defined expectations **Staff Responsible for Monitoring:** AP, Principal, Discipline Clerk				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of social contracts and temperature checks in all classrooms. **Strategy's Expected Result/Impact:** Increase student buy in to classroom processes and procedures. Increase in student feeling of belonging **Staff Responsible for Monitoring:** AP's and Principal				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Wilson and Young will increase the teacher retention rate from 55.6% to 63% by May of 2026.

Evaluation Data Sources: Staff retention rate for the 2025-2026 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All new to campus classroom teachers (DOI, certified, and IF) will be assigned a high performing experienced teacher mentor. **Strategy's Expected Result/Impact:** Increase in new to campus teachers feeling supported and advocate on campus **Staff Responsible for Monitoring:** Principal, Assigned Mentors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The percentage of teacher/staff feeling they receive applicable/relevant coaching and feedback will improve from 47% to 62% as measured by the panorama survey by May of 2026. **Strategy's Expected Result/Impact:** Increase in student growth Increase in teacher/staff retention **Staff Responsible for Monitoring:** AP's, Principal, MCLs. IC				1325

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Wilson and Young Middle School will implement targeted instructional strategies aimed at increasing student engagement, with the goal of raising the percentage of students who report feeling engaged from 20% to 35% by May 2026

Evaluation Data Sources: Student engagement walkthroughs, Panorama Data, STAAR 2026 scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young will train teachers/staff and implement student engagement strategies across all contents and grade levels as measured by engagement walkthroughs. **Strategy's Expected Result/Impact:** Increase student engagement Increase student growth on MAP and STAAR **Staff Responsible for Monitoring:** AP's, Principal, DC's, MCLs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				1326

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will continue implementation of Blended Learning in all RLA classrooms. **Strategy's Expected Result/Impact:** Increase in student engagement Increase in student voice and choice **Staff Responsible for Monitoring:** Principal, Department Chair of RLA, RLA MCLs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

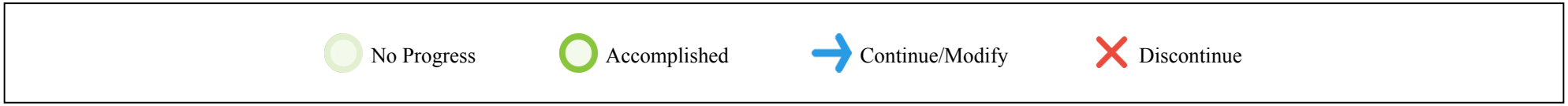
Performance Objective 1: Wilson and Young school connectedness indicator will increase from 32% to 40% by May 2026 as measured by Panorama.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events. **Strategy's Expected Result/Impact:** Increase student and family connectedness to the campus **Staff Responsible for Monitoring:** Principal, APS, Title I coordinator **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			1327
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will offer multiple opportunities for students to engage in extracurricular activities to increase school connectedness. (athletics, fine arts, NJHS, E Sports) **Strategy's Expected Result/Impact:** Increase % of students feeling connected to the campus through their areas of interest **Staff Responsible for Monitoring:** Principal, AP's, Coaches, Sponsors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities and Schools will increase campus support of identified students (at risk for dropout, eco dis students, and students in need of mental health support) through wrap around services such as academic tracking, uniform and food assistance, and parent liaison. **Strategy's Expected Result/Impact:** Increase school support for at risk, eco dis, and struggling students **Staff Responsible for Monitoring:** CIS partner, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				



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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, Wilson and Young Middle School will increase the percentage of students who report experiencing rigorous academic expectations in their classrooms from 53% to 60%, as measured by the Panorama Student Survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All core content (Math, RLA, Science, Social Studies) will engage in PLCs daily with a weekly action item per the district PLC guide. PLCs will engage in unpacking standards, data analysis, planning for reteach. **Strategy's Expected Result/Impact:** Increase in high quality instruction with an emphasis on student engagement and rigorous instruction **Staff Responsible for Monitoring:** AP's, MCLs, DC's, Principal, IC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1329

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will prioritize strong instruction within RLA and Math in 6th and 7th grade through block. Block scheduling will provide Tier I whole group with daily intervention/enrichment time. All 8th graders that did not pass STAAR will be scheduled in a Tier II and Tier III intervention lab based on student needs. **Strategy's Expected Result/Impact:** Increase student growth in meets on RLA and Math (6th and 7th grade) **Staff Responsible for Monitoring:** AP, MCLS, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Zavala Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1330

Mission Statement

Zavala Magnet Elementary is dedicated to providing students with a high-quality education, with strong foundational skills, to become life-long learners.

Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

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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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41% in 3rd grade, from 28% to 38% in 4th grade, and from 45% to 55% in 5th grade.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

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STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement blended learning rotations that include teacher-led small groups, adaptive digital programs, and independent reading tasks aligned to student needs and MAP/SCA data. **Strategy's Expected Result/Impact:** Students will receive personalized instruction that targets their specific reading gaps, leading to increased engagement, improved reading fluency and comprehension, and measurable growth in MAP and STAAR reading performance. **Staff Responsible for Monitoring:** teacher, MCL, administrators. **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: MCLs and leadership will lead biweekly PLCs focused on analyzing reading data from Checkpoints, MAP, and informal checks to develop responsive plans for reteaching and enrichment. **Strategy's Expected Result/Impact:** MCL-led PLCs will strengthen teacher capacity through collaborative planning, real-time coaching, and ongoing professional growth. As a result, teachers will use data to make informed instructional decisions, leading to more targeted reteach plans, improved lesson alignment, and increased student achievement in reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) **Title I:** 2.52, 2.534 **- 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				

1334

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Math assessment will increase from 30% to 40% in 3rd grade, from 38% to 48% in 4th grade, and from 34% to 44% in 5th grade.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

1335

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the PLC process, develop TEKS knowledge (Internalize instructions), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** IReady Diagnostics increasing from BOY to EOY Checkpoints MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.53, 2.534 **- 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 **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students who are at-risk will be supported with targeted intervention. HB 1416 kids will use ST Math to meet the required tutoring hours three time a week for 20 -30 minutes each session. All grades will use Blended Learning in the beginning stages. i-Ready for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD math framework. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY Checkpoints scoring at meets level **Staff Responsible for Monitoring:** MCLS Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

1336

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math **Root Cause**: Only 36% of 3rd grade students are on grade level in math, largely due to unfinished learning and inconsistent development of number sense in K-2. Without a strong understanding of place value, number relationships, and math fluency, students struggle with multi-step problem-solving and conceptual reasoning in 3rd grade.

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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Science assessment will increase from 9% to 20% in 5th grade.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

1337

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the PLC process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. **Staff Responsible for Monitoring:** MCLs Principals Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. **Staff Responsible for Monitoring:** MCLs Principals Teachers **Title I:** 2.51, 2.52, 2.53, 2.535 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5				

No Progress Accomplished Continue/Modify Discontinue

1338

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Only 9% of students met grade-level expectations and 2% achieved mastery on the Science STAAR assessment in 2024-2025, indicating that the majority of students are not demonstrating sufficient content knowledge and critical thinking skills needed for grade-level proficiency. **Root Cause**: Limited time and rigor in science instruction, reduced hands-on labs, and weak vertical alignment lead to gaps in foundational knowledge and vocabulary.

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

Performance Objective 1: By Spring 2026, the percentage of 1st grade students reading at or above grade level on the MAP assessment will increase from 35% 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%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Informal classroom assessments

MAP Reading Assessment Data (Fall and Winter)

Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will refine and implement the PLC process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** PLC process will be implemented with fidelity Increase Meets level on MAP EOY in K-2 iReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				1339

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will implemented. Tutoring groups will be utilized to provide interventions. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** MCLs Classroom teachers Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

1340

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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

Performance Objective 2: By the end of the 2025-2026 school year, the percentage of 3rd grade students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

1341

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will refine and implement the PLC process, enhance TEKS understanding through internalizing lessons , apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. **Strategy's Expected Result/Impact:** iReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions, and adhere to the ECISD RLA Framework. **Strategy's Expected Result/Impact:** Increased engagement in Tier I instructions through Blended Learning stations. iReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Classroom Teachers Principals **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

1342

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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

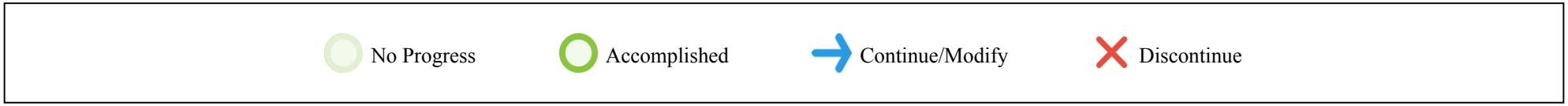
Performance Objective 1: 100% of 3rd-5th students will utilize AVID strategies to promote college readiness.

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 CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organizational skills two way communication between school and home **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.52, 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				1343

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** organizational skills Increased writing skills **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.51, 2.52, 2.53, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



1344

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: By Spring of 2026, the school connectedness Panorama data will increase from 62% to 66%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Walk-throughs

Recognition of Student Learning

Family Engagment Nights

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive relationships Increase school climate and morale **Staff Responsible for Monitoring:** Teachers Counselor **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				1345

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Ed lessons will be implemented monthly by the counselor. **Strategy's Expected Result/Impact:** Development of Positive Relationships Increased Problem Solving Skills **Staff Responsible for Monitoring:** Counselor **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

1346

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will consistently implement blended learning rotations with clear routines, small-group instruction, and aligned AVID strategies (WICOR, Focused Note-Taking).

Evaluation Data Sources: Lesson plans aligned to TEKS and AVID strategies (Focused Note-Taking, WICOR).

Walkthrough evidence of standards-based small groups and blended learning rotations.

MAP Growth, STAAR, DCAs, CBAs (disaggregated by student groups).

PLC notes showing how teachers use data to plan interventions/enrichment.

AVID binder checks (organization & tracking of goals).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing Professional Development to incorporate instructional coaching and classroom modeling. **Strategy's Expected Result/Impact:** The expected impact would be teachers building knowledge and confidence in planning and delivering blended learning with fidelity. The result being increased teacher capacity and consistency in implementing blended learning structures campus wide. **Staff Responsible for Monitoring:** Campus Administration, MCLs **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement Instructional Coaching Cycles by using MCLs and administrators to provide feedback through coaching cycles focus on blended learning routines and AVID integration. **Strategy's Expected Result/Impact:** Teachers receive personalized support and actionable feedback to refine practice, resulting in improved instructional quality and higher rates of blended learning implementation across classrooms. **Staff Responsible for Monitoring:** Campus Administration and MCLs **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1348

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of classrooms will demonstrate evidence of a culture of excellence -- high expectations, strong student engagement, and consistent routines -- as measured by TTESS walk-throughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish and communicate clear campus-wide instructional expectations by defining non-negotiables for classroom excellence (high expectations, engagement strategies, and routines) and communicate them to staff through PD and PLCs. **Strategy's Expected Result/Impact:** Teachers have a shared understanding of what excellence looks like in every classroom, resulting in consistent instructional practices and improved classroom culture across grade levels. **Staff Responsible for Monitoring:** Leadership team, Teacher leads, and the Emergent Tree leadership team **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				1349

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement instructional coaching and feedback cycles through administrators and instructional coaches conducting regular walkthroughs, and providing targeted, timely feedback tied to TTESS indicators. **Strategy's Expected Result/Impact:** Teachers receive support to refine practice and align instruction with campus goals, resulting in measurable improvement in TTESS walkthrough data, reflecting stronger classroom culture. **Staff Responsible for Monitoring:** Campus Administration and MCLs **Title I:** 2.534 **- 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				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, discipline referrals will decrease by 10%, creating more time for teaching and learning.

Evaluation Data Sources: Discipline Referral Reports

Classroom Walkthrough Data

Leadership Meeting Notes

Panorama Student Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Emergent Tree with the campus leads and begin campus-wide implementation by establishing clear behavior expectations, teach them explicitly, and recognize students for meeting them through consistent positive reinforcement systems. **Strategy's Expected Result/Impact:** Students understand and internalize behavior expectations. Positive behaviors are celebrated more frequently than negative ones are corrected resulting in reduction in office referrals as students are motivated to meet expectations and receive recognition. **Staff Responsible for Monitoring:** Emergent Tree Leads, Campus Administration **Title I:** 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1350

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide Tier 1 and Tier 2 classroom management training for teachers by offering professional development on proactive classroom management, de-escalation strategies, and consistent routines. **Strategy's Expected Result/Impact:** Teachers are better equipped to manage behaviors within the classroom setting resulting in decreasing in behaviors escalating to office-managed referrals, leading to more instructional time. **Staff Responsible for Monitoring:** Campus Administration, Emergent Tree leads, and MCLs **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

1351

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2026, student daily attendance will increase from 91% to 95%.

Evaluation Data Sources: daily attendance reports and tardies monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Office staff will monitor student attendance and implement a tiered attendance intervention system with early family outreach. **Strategy's Expected Result/Impact:** Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%. **Staff Responsible for Monitoring:** office staff (parent liaison,attendance clerk, registrar), counselor, and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Liaison - Title One School- Improvement - $30,000				1352

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement an attendance challenge amongst classes, rewarding the class with the highest weekly attendance to build excitement and foster a culture of showing up every day. **Strategy's Expected Result/Impact:** A consistent and visible emphasis on attendance will motivate students and families to prioritize daily school attendance, helping to reach the goal of 95%. **Staff Responsible for Monitoring:** office staff (parent liaison,attendance clerk, registrar), counselor, and administrators **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase Panorama School Connectedness data from 62% to 72% by May 2026.

Evaluation Data Sources: Panorama Survey Results (student connectedness/belonging measures, fall & spring administrations)

Student Attendance Reports (daily attendance trends as an indirect measure of engagement/connection)

Participation Logs (student involvement in leadership, clubs, afterschool programs, and school events)

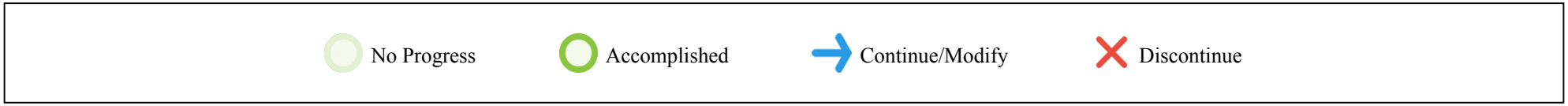
Parent/Family Engagement Logs (sign-ins at family nights, AVID workshops, conferences)

iLead (lesson completion logs, teacher reflections, coaching notes)

Classroom Walkthrough Data (TTESS 3.3: Classroom Culture -- evidence of positive relationships and engagement)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Campus-Wide Positive Relationship Initiative- Train teachers and staff on strategies to build strong student-teacher relationships (e.g., greeting students at the door, regular check-ins, restorative circles) using Emergent Tree. **Strategy's Expected Result/Impact:** The expected impact would be that students feel seen, valued, and supported by adults on campus. The result of this strategy would be an improved sense of belonging and trust in staff, leading to higher connectedness scores. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Family-School Partnerships by host family engagement nights focused on student learning and well-being. **Strategy's Expected Result/Impact:** The expected impact is that families feel connected and engaged, which encourages students to value school relationships. The desired result being a stronger home-school connection that reinforces students' sense of belonging at school. **Staff Responsible for Monitoring:** Campus administration, school leadership, teachers, PTA **ESF Levers:** Lever 3: Positive School Culture				



1354

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, family participation in school events will increase by 10% as measured by event sign-ins and engagement records.

Evaluation Data Sources: Event Sign-In Sheets (parent/family attendance logs at school events)

SchoolStatus/Communication Logs (messages, responses, and engagement rates)

Social Media & Newsletter Engagement Metrics (views, likes, shares, or clicks on school communications)

Meeting Records (agendas and minutes from PTA, Site-Based Decision Making Committee, or Family Nights)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Schedule events at varying times (morning, afternoon, evening, and virtual options) to accommodate different family work schedules. **Strategy's Expected Result/Impact:** The impact will be that families who typically cannot attend evening events will have more opportunities to engage. The result will be Increased attendance from a broader range of families, leading to stronger representation across the school community. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership **ESF Levers:** Lever 3: Positive School Culture				1355

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide small incentives such as student recognition, raffle prizes, or classroom rewards tied to family attendance. **Strategy's Expected Result/Impact:** The expected impact would be to create excitement and motivation for families to participate more consistently. **Staff Responsible for Monitoring:** The result being improved participation rates as families feel their involvement is valued and celebrated. **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Keeley S. Boyer

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.

REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

August 12, 2025 – Board Workshop Meeting
August 19, 2025 – Regular Board Meeting
August 26, 2025 – Special Board Meeting – Level III Grievance Hearing

AT A BOARD WORKSHOP OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD ON AUGUST 12, 2025, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BUILDING BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	Dr. Steve Brown
Tammy Hawkins	
Dawn Miller	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

School Officials: Dr. Keeley Boyer, Mike Adkins, Albessa Chavez, Mauricio Marquez, Dr. Anthony Sorola, Dr. Matthew Spivy, Alicia Syverson, Lauren Tavarez, Dr. Robert Trejo

Others: Tatiana Dennis, Aaron Hawley, Mark Gabrylczyk, Rico Enriquez, Ryan Merritt, Anthony Garcia, Carole Campbell, Hector Limon, Sara Moore, Scott Rudes, Julie Marshall, Kristen Vesely, Josh McLaughlin, Ruth Campbell, Nory Leachon, Rita Lopez, Mary Franco

27268 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

27269 **Verification of Compliance with Open Meeting Law:** Tammy Hawkins, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

27270 **Opening Remarks by Superintendent**: In her opening remarks, Superintendent Dr. Keeley Boyer gave Trustees a brief look at the first day of school by sharing a video from the ECISD Communications team.

27271 **Welcome by Board of Trustees Officer**: Board Secretary Robert Thayer welcomed both the audience in the boardroom and those watching online to the first workshop of the new school year. He spoke about the Trustees' commitment to achieving excellence in every ECISD classroom and expressed gratitude to the district's leadership for their efforts in making excellence the standard. Mr. Thayer also emphasized the Board's strong desire to see parents and the community actively engaged in meaningful ways that support and enhance student achievement.

27272 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Board Policy

27273 **Discussion of TASB Board Policy Update 125**: Dr. Anthony Sorola, Associate Superintendent of District Operations presented this item for discussion. The Board of Trustees reviewed TASB Board Policy Update 125, which included recommendations from the Texas Association of School Boards (TASB) to align local policies with recent changes to state law. This update addressed five (5) specific local policies and one (1) new local policy being recommended for adoption, which will be presented for a second reading and vote at the Regular Board Meeting on August 19, 2025.

No action required.

27274 **Discussion of Revisions to Local Board Policy: EFB (LOCAL): Instructional Resources: Library Materials**: Dr. Anthony Sorola, Associate Superintendent of District Operations presented this item for discussion. The recommended revisions are based on Senate Bill 13 and reflect changes to the process for selecting and challenging library materials. The District will continue to use the existing Library Materials Advisory Committee; however, the most significant change is the increased role of the School Board in approving the adoption and acquisition of new library materials. This item will be presented for a second reading and vote at the Regular Board Meeting on August 19, 2025.

No action required.

27275 **Discussion of Revisions to Local Board Policy: FD (LOCAL): Admissions**: Dr. Anthony Sorola, Associate Superintendent of District Operations presented this item for discussion. The recommended changes are considered minor and serve to clarify that ECISD does not permit homeschooled students to participate in any curricular or extracurricular activities, including UIL events. This item will be presented for a second reading and vote at the Regular Board Meeting on August 19, 2025.

No action required.

27276 **Discussion of Revisions to Local Board Policy: FNCE (LOCAL): Student Conduct: Personal Telecommunications/Electronic Devices**: Dr. Anthony Sorola, Associate Superintendent of District Operations presented this item for discussion. The recommended revisions align with House Bill 1481, which prohibits students from using personal electronic devices. The ECISD Code of Conduct will outline the consequences for students who do not comply with this new regulation.

No action required.

Bond Discussion

27277 **Discussion of Preliminary 2023 Bond Financing Plan**: Dr. Anthony Sorola, Associate Superintendent of District Operations presented this item for

discussion. Trustees reviewed the preliminary 2023 Bond financing plan with guidance from Josh McLaughlin, ECISD's BOK Financial Securities (BOKFS) financial advisor. Mr. McLaughlin provided an overview of the continuation of the Bond 2023 financing plan, focusing on the final bond installment from the 2023 election.

He explained that selling fixed-rate bonds offers the lowest cost of funds for the remaining bond projects and enables the District to qualify for additional hold harmless funding from the State under recently enacted legislation. The 2023 Bond Program is projected to be fully implemented without any tax rate increase and at a cost below the original estimates presented to voters.

Mr. McLaughlin commended ECISD for its proactive debt management, noting that since 2007, prepayments and refinancing efforts have generated over $53 million in direct savings for taxpayers. ECISD currently holds strong independent bond ratings of "Aa3" from Moody's Investors Service and "A+" from S&P Global Ratings, both favorable to investors.

Similar to bond sales completed in 2024, local residents and businesses will be given priority access to purchase bonds before institutional investors. The District's Unlimited Tax School Building Bonds, Series 2025, are scheduled to be priced on the morning of Thursday, August 14, 2025. Interested local investors may contact Baird, the lead underwriter, at (813) 274-7605.

The first round of bond sales occurred in May 2024 for $179 million, followed by a second round in June 2024 for $99.5 million.

No action required

27278 **Discuss and Take Action to Adopt an Order Authorizing the Issuance of up to $128,033,000 Ector County Independent School District Unlimited Tax School Building Bonds, Series 2025 for Purposes Approved by Voters at November 7, 2023 Bond Election; Establishing Sale Parameters; Authorizing the Execution of a Bond Purchase Agreement and a Paying Agent/Registrar Agreement; Approving an Official Statement; Levying Annual Ad Valorem Taxes in Payment of said Bonds; and Enacting other Provisions Relating to the Subject**: Moved by Woodall, seconded by Stanley to Adopt an Order Authorizing the Issuance of up to $128,033,000 Ector County Independent School District Unlimited Tax School Building Bonds, Series 2025 for Purposes Approved by Voters at November 7, 2023 Bond Election; Establishing Sale Parameters; Authorizing the Execution of a Bond Purchase Agreement and a Paying Agent/Registrar Agreement; Approving an Official Statement; Levying Annual Ad Valorem Taxes in Payment of said Bonds; and Enacting other Provisions Relating to the Subject as presented.

Motion unanimously approved.

Report/Discussion Items

27279 **Update on State of Texas Assessments of Academic Readiness (STAAR) Results for the 2024-2025 School Year**: Dr. Robert Trejo, Chief Academic

Officer provided Trustees received a presentation on the 2024–2025 STAAR assessment results and ECISD's data-driven approach to informing strategic decisions. The update included results from all tested grade levels (grades 3–8 and high school End-of-Course exams) across all subjects. Overall, the district maintained a 65% passing rate.

In subject-specific performance:

- Reading/English Language Arts (RLA): Increases were observed in grades 3, 4, 7, 8, and English I EOC
- Mathematics: Gains were reported in grades 3, 4, and 8
- Science: Scores improved across all tested levels—grades 5, 8, and Biology EOC
- Social Studies: A 1-point decline was noted in both grade 8 and U.S. History EOC

The presentation concluded with two notable achievements:

- The Class of 2024 graduation rate rose to 87.8%, continuing its upward trend
- The District's College, Career, and Military Readiness (CCMR) score increased to 93%, earning an 'A' rating in the state's accountability system. This metric, a key component of the TEA Accountability Rating, measures readiness for post-secondary success. ECISD has shown consistent growth in CCMR, improving from 58% in 2020 to 93% in 2024.

No action required.

27280 **Possible Request for Approval to Move to Closed Meeting – Personnel Matters – Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.];**
Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:

There was no closed session.

27281 **Closing Remarks by Superintendent**: There were no closing remarks by the Superintendent.

27282 **Adjournment**: Board President Tammy Hawkins adjourned the Board meeting at 7:25 p.m.

_____	_____
Board President	**Board Secretary**
Tammy Hawkins	*Robert Thayer*

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD ON AUGUST 19, 2025, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BUILDING BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:

Present:	**Absent**:
Dr. Steve Brown	Delma Abalos
Tammy Hawkins	
Dawn Miller	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

School Officials: Dr. Keeley Boyer, Mike Adkins, Albessa Chavez, Mauricio Marquez, Dr. Anthony Sorola, Dr. Matthew Spivy, Alicia Syverson, Lauren Tavarez, Dr. Robert Trejo

Others: Tatiana Dennis, Michalina West, Karla Ortiz, Tonia Chance, Tania Hall, Wendi Locklar, Wayne Byrd, Nathaniel Jordan, Carla Reynoso, Sara & Clay Moore, Karl Miller, Elizabeth Aranda, Stacy Roman, Letty Bernal, Thomas Gonzales, Margarita Acosta, Carol Uranga, Alejandra Loera, Naomi Fuentes, Gena Alvarado, Danny Reyes, Rose Valderaz, Aaron Hawley, Amanda Scruggs, Beth Webster, Aliya Martin, Phil Fouche, Mayra Leyva, Margia Fox-Flores, Julius Hall, Belinda Lee, Brianna Inman, Laree Morris, Paul Lucas, Katarina Garcia, Javier Ruiz, Bertha Jaramillo, Pablo Garcia, Carole Campbell, Jeanette Fierro, Pablo Herrera, Michael Partner, Scott Rudes, Shelia Stevenson, Betsabe Salcido, Martha Cirrincione, Cheryl Wilson, Kristen Vesely, Ruth Campbell, Nory Leachon, Rita Lopez, and Mary Franco

27283 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

27284 **Verification of Compliance with Open Meeting Law:** Tammy Hawkins, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

27285 **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led Cameron Dual Language Elementary students Ian Rodriguez and Vanessa Rodriguez.

27286 **Invocation**: The Invocation was led by Director of Youth & Young Adults Ministries Orel Dawson, First Methodist Church.

27287 **Special Presentations**:

The reorder of presentations was adjusted to recognize Shijay Sivakumar first.

Recognition of Shijay Sivakumar State Qualifier in UIL Spelling & Vocabulary: Mike Adkins, Chief Communications Officer introduced Shijay Sivakumar State Qualifier in UIL Spelling and Vocabulary. Shijay, a senior at

Odessa High School recently placed 3rd in the 6A division of the UIL Spelling & Vocabulary competition, a challenging written exam involving 1,500 words, including 300 vocabulary terms. The fast-paced test consists of three parts, with the first two timed. This is not Shijay's first recognition - he previously appeared at a school board meeting after qualifying for the Scripps National Spelling Bee in middle school.

Introduction of State VASE Honorees: Mike Adkins, Chief Communications Officer introduced the State VASE Honorees. VASE (Visual Arts Scholastic Event) is a statewide annual competition where high school students present their artwork and discuss their creative process with judges. Last school year, 18 of our students qualified for State VASE, and 11 earned the highest rating of 4 for their work.

- Yaretzi Barrera, Permian HS, *Corazones*
- Anabelle McKay, Permian HS, *For His Glory*
- Francisco Morales, Permian HS, Conversation
- Alonso Ortiz, Odessa HS, *Yellow Dot*
- Luisa Parra, Odessa Collegiate Academy, *Snakeness*
- Damien Perez, Odessa HS, *Time is an Abyss*
- Alejandra Raigoza, New Tech Odessa, *Foxtrot*
- Isabel Reyes, Permian HS, *Runaway*
- Carla Reynosa, Permian HS, *Space Between*
- Madelis Salazar, Permian HS, *Dracan*
- Karely Villarreal, Permian HS, *Strange Flowers*

Announcement of ECISD Named Best Communities for Music Education: Ector County ISD once again was recognized for being named Best Communities for Music Education by the National Association of Music Merchants Foundation. This is the 11th consecutive year ECISD has achieved this prestigious, national recognition for its music program. Best Communities for Music Education is a signature program of The NAMM Foundation, and it recognizes and celebrates schools and districts for their support and commitment to music education and efforts to assure access to music for all students as part of a well-rounded education. In our district, more than 12,000 students are enrolled in fine arts courses, approximately 76% of our secondary students. ECISD has a commitment to, and a history of, excellence in the fine arts. Dr. Aaron Hawley, Executive Director of Fine Arts, was present to accept the award.

Announcement of ECISD Named District of Distinction by Texas Art Educators Association: ECISD has earned the District of Distinction award from the Texas Art Educators Association (TAEA) for the 5th consecutive year. The District of Distinction award celebrates our commitment to a well-rounded education that integrates a strong visual arts curriculum to inspire creativity and connect students to our community and beyond. In ECISD, about 5,000 students participate in visual arts. We are proud to be among the 109 school districts that received this honor – that represents only the top 8% of districts in the state!

27288 **Opening Remarks by Superintendent**: In opening remarks, Superintendent Dr. Keeley Boyer shared first-week statistics with the Board: current enrollment stands at 31,969, a decrease from the same time last year; approximately 28,749 meals are being served daily; about 600 more students are riding district buses compared to last year; and 12 additional bus drivers have been hired. There are currently 44 teacher vacancies, up from 32 at this time last year.

27289 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

In public comments, Margia Fox-Flores shared her experience with the Community Outreach Center (COC), stating that after initially dropping out, the support and resources provided by the COC enabled her to return and complete her diploma. She is now enrolled at Odessa College. Julius Hall also spoke, noting that he struggled in a traditional school environment but found flexibility and encouragement through Ector Acceleration Academies, which helped him stay on track to earn his diploma. Both speakers expressed gratitude for the alternative educational options available to them.

Bond 2023

27290 **Bond 2023 Update**: Associate Superintendent of District Operations Dr. Anthony Sorola and Chief Financial Officer Albessa Chavez provided the Board of Trustees with an update on the progress of Bond 2023 projects.

New Middle School – West Odessa: Construction continues to progress. Walls are up, and the project is approximately 21% complete.

Career & Technical Education Center: Visible progress is being made. Building pads are nearly complete, and rebar is being tied for foundation work.

Transition Learning Center: Design is finalized. A contractor is being recommended to the school board.

Permian High School Auditorium: Construction is underway. Utility work occurred throughout the summer in the parking lot. Inside the building, a wall has been constructed to separate the work zone from student areas.

PHS JROTC Facility: Earthwork is in progress, and foundation preparation is underway.

Ag Farm: Design is finalized. A contractor is being recommended to the school board.

PA, Bell, Alarm, and Clock Systems: Eight schools have completed system refreshes. Cabling is set to begin at Downing, Buice, and West Elementary.

Security Cameras: ECISD Police now monitors three surveillance camera walls. Installation of new cameras across schools is 50% complete.

Musical Instruments: A total of 1,408 instruments have been ordered; 1,080 have been received. Expenditures total $2.6 million.

Risers: Middle school risers are scheduled for installation by the end of the fall semester.

Financial Update: Approximately $51 million (12%) has been spent to date and an additional $199 million (47%) is encumbered through requisitions for specific projects.

No action required.

27291 **Discussion of and Request for Approval of the Naming of the New Middle School**: Moved by Thayer, seconded by Stanley to approve the Naming of the New Middle School as presented. A local, board-appointed naming committee began its work in July, reviewing approximately 80 name suggestions and 30 mascot ideas. Following several months of thoughtful consideration, the committee selected **Adela & Gilbert Vasquez Middle School** as the school's official name. The school's mascot will be the **Diamondbacks**. Adela and Gilbert Vasquez devoted their lives to education and public service in Odessa, leaving a lasting legacy in the community.

Motion unanimously approved.

27292 **Discussion of and Request for Approval of Bond 2023 Purchases over $50,000**: Moved by Stanley, seconded by Thayer to approve the Bond 2023 Purchases over $50,000 as presented. This month's expenditures include: $20 million is designated to several vendors for general construction services; a little more than $7 million to Henthorn Commercial Construction for the Ag Farm facility; and $3 million to three electrical vendors for addressing and resolving Priority 1 and Priority 2 electrical issues.

Motion unanimously approved.

27293 **Discussion of and Request for Approval of Contract with Henthorn Commercial Construction to build the New Transition Learning Center**: Moved by Brown, seconded by Woodall to approve the Contract with Henthorn Commercial Construction to build the New Transition Learning Center as presented. The new Transition Learning Center will be built by Henthorn Commercial Construction at a cost of $6,195,000.

Motion unanimously approved.

27294 **Discussion of and Request for Approval to Change Delivery Method for Priority 1 and Priority 2 Roofing Projects from Competitive Sealed Proposal**

(CSP) to Construction Manager at Risk (CMAR): Moved by Woodall, seconded by Stanley to approve to Change the Delivery Method for Priority 1 and Priority 2 Roofing Projects from Competitive Sealed Proposal (CSP) to Construction Manager at Risk (CMAR) as presented. This change will result in significant savings for the District.

Motion unanimously approved.

27295 **Discussion of and Request for Approval of Amendment to the Construction Manager at Risk Contract between ECISD and Teinert Construction for Construction of the New Middle School to include Roofing Projects and The Guaranteed Maximum Price Amendment for Roofing Projects**: Moved by Thayer, seconded by Woodall to approve the Amendment to the Construction Manager at Risk Contract between ECISD and Teinert Construction for Construction of the New Middle School to include Roofing Projects and The Guaranteed Maximum Price Amendment for Roofing Projects as presented. This amendment includes $7.47 million in roofing projects at Burleson Early Education Center, Fly Elementary School, Travis Elementary, and Zavala Elementary.

Motion unanimously approved.

Board Policy

27296 **Discussion of and Request for Approval of TASB Local Policy Update 125**: Moved by Woodall, seconded by Stanley to approve TASB Local Policy Update 125 as presented. TASB Local Policy Update 125 includes recommended revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code for five local policies and one new local policy is recommended for adoption.

Motion unanimously approved.

27297 **Discussion of and Request for Approval of Revisions to Local Board Policy: EFB (LOCAL) – Instructional Resources: Library Materials**: Moved by Stanley, seconded by Woodall to approve Revisions to Local Board Policy: EFB (LOCAL) – Instructional Resources: Library Materials as presented. This revision is based on Senate Bill 13 and changes to how library materials are selected and challenged. The District will continue to use the existing library materials advisory committee; the role of the school board in approving adoption/acquisition of new library materials is the biggest change.

Motion unanimously approved.

27298 **Discussion of and Request for Approval of Revisions to Local Board Policy: FD (LOCAL) – Admissions**: Moved by Brown, seconded by Stanley to approve Revisions to Local Board Policy: FD (LOCAL) – Admissions as presented. This revision clarifies that ECISD does not permit homeschooled students to participate in curricular or extracurricular activities including UIL activities.

Motion unanimously approved.

27299 **Discussion of and Request for Approval of Revisions to Local Board Policy: FNCE (LOCAL) – Student Conduct: Personal Telecommunications/ Electronic Devices**: Moved by Stanley, seconded by Thayer to approve Revisions to Local Board Policy: FNCE (LOCAL) – Student Conduct: Personal Telecommunications/Electronic Devices as presented. This revision aliens with House Bill 1481 and the ban on the students' use of personal electronic devices. The ECISD Code of Conduct addresses student consequences for not following this new rule.

Motion unanimously approved.

Action Items

27300 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Brown, seconded by Stanley to approve the Purchases over $50,000 as presented. This month's expenditures include: $520,000 to Communities in Schools for on-campus support for at-risk students; $150,000 to three companies for maintenance and repairs of School Nutrition Department equipment; $120,000 to Star Tech Group for the ACCESS platform connecting students with career and college advisors; $111,205 to Emergent Tree Education for a behavioral framework in Special Education; $80,000 to 7 Mindsets for mental health support, behavior improvement, and academic performance; and $57,520 to Teachers First LLC for curriculum management software for International Baccalaureate schools.

Motion unanimously approved.

27301 **Discussion of and Request for Approval of 2025-2026 Budget Amendment #1**: Moved by Thayer, seconded by Stanley to approve 2025-2026 Budget Amendment #1 as presented.

Motion unanimously approved.

27302 **Discussion of and Request for Approval to Enter into Interlocal Agreement with Purchasing Cooperatives (COOP) and Ector County ISD**: Moved by Woodall, seconded by Thayer to approve to enter into Interlocal Agreement with Purchasing Cooperative (COOP) and Ector County ISD as presented.

For:	Abstained:
Hawkins	Brown
Miller	
Stanley	
Thayer	
Woodall	

Motion passed.

27303 **Discussion of and Request for Approval of Application to Renew Optional Flexible School Day Program (OFSDP)**: Moved by Miller, seconded by Stanley to approve Application to Renew Optional Flexible School Day Program (OFSDP) as presented. The Optional Flexible School Day Program (OFSDP) provides students with flexible scheduling to help them earn a high school diploma while allowing the district to receive attendance-based funding. Its two main goals are to support students at risk of dropping out or who have already dropped out and to help students recover credits lost due to poor attendance. The program is offered at the Community Outreach Center, Ector Acceleration Academy, and on campus. This year, 338 students were either recovered or prevented from dropping out; 120 graduated, and 126 (73%) are continuing their education.

Motion unanimously approved.

27304 **Consent Agenda**: Moved by Woodall, seconded by Brown to approve Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Request for Approval of Annual Investment Report
E. Request for Approval of Interlocal Agreement between Ector County Independent School District and Communities in Schools of the Permian Basin, Inc.
F. Request for Approval of UIL Exemption List for the 2025-2026 School Year
G. Request for Approval of Board T-TESS and T-PESS Appraisers for 2025-2026
H. Request for Approval of Board T-TESS and T-PESS Calendar for 2025-2026
I. Request for Approval of Interlocal Agreement between Ector County ISD and Region 18 for Reading Academies
J. Request for Approval of Amendments to Student Code of Conduct
K. Request for Approval of Memorandum of Understanding with Odessa College for the Teacher Residency Program 2025-2026
L. Request for Approval of Memorandum of Understanding with the University of Texas of the Permian Basin for the Teacher Residency Program 2025-2026
M. Request for Approval of Amended Certification of Provisions of Instructional Materials Survey 2025-2026
N. Request for Approval of Resolution Amending Authorized Representatives for Frost Bank and NexBank

Motion unanimously approved.

27305 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate on the retroactive hiring of Executive Director of Human Resources and Executive Director of Academics)**
Consultations with Attorney – Section 551.071 of the Texas Open Meetings

Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:

Board President Tammy Hawkins convened the Board of Trustees to closed session at 7:37 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 7:43 p.m.

27306 **Request for Approval of Retroactive Personnel Recommendation to Hire Executive Director of Human Resources**: Moved by Thayer, seconded by Woodall to approve the Retroactive Personnel Recommendation to hire Dr. Carole Campbell as the Executive Director of Human Resources as presented.

Motion unanimously approved.

27307 **Request for Approval of Retroactive Personnel Recommendation to Hire Executive Director of Academics**: Moved by Miller, seconded by Woodall to approve the Retroactive Personnel Recommendation to hire Dr. Kristen Vesely as the Executive Director of Academics as presented.

Motion unanimously approved.

27308 **Information Items**: The Board of Trustees were provided with the following information items: Purchases Over $50,000 Informational Report, and Routine Personnel Report.

27309 **Closing Remarks by Superintendent**: There were no closing remarks.

27310 **Adjournment**: Board President Tammy Hawkins adjourned the Board meeting at 7:45 p.m.

_____ _____

Board President **Board Secretary**
Tammy Hawkins *Robert Thayer*

AT A SPECIAL MEETING - LEVEL III GRIEVANCE HEARING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 26, 2025 WITH THE FOLLOWING MEMBERS:

Present:	**Absent**:
Delma Abalos	Wayne Woodall
Dr. Steve Brown	
Tammy Hawkins	
Dawn Miller	
Christopher Stanley	
Robert Thayer	

School Officials: Dr. Keeley Boyer, Mauricio Marquez, Dr. Anthony Sorola, Dr. Matthew Spivy

Others: Tatiana Dennis, Alex Reynolds, Jane McGill, Jessica Bustamante, Mr. Bustamante, Margot Veranes, Marcia Gama, Mary Franco

27311 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

27312 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting**: Board President Tammy Hawkins, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

27313 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

27314 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (Level III Grievance Hearings – Jessica Bustamante); Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

Board President Tammy Hawkins convened the Board of Trustees to closed session at 6:02 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 7:34 p.m.

27315 **Possible Action Concerning Level III Grievance Hearing – Jessica Bustmante**: Moved by Miller, seconded by Abalos to grant Point 1 of her grievance - that her employment be reinstated and deny Point 2 - of missing salary and bonuses or incentives – and deny Point 3 - the request for Ms. Carver to stop harassing as presented.

For:	Against:
Delma Abalos	Dr. Steve Brown
Tammy Hawkins	
Dawn Miller	
Christopher Stanley	
Robert Thayer	

Motion passed.

27316 **Adjournment**: Tammy Hawkins, Board President, adjourned the Level III Grievance Hearing for Jessica Bustamante at 7:36 p.m.

A break was taken from 7:36 p.m. – 7:47 p.m.

27317 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.0821 of the Texas Government Code [Board will deliberate a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.] and Personnel Matters - Section 551.074 of the Texas Government Code [Board will hear a complaint or charge against an officer or employee.] (Level III Grievance Hearing – Marcia Gama); Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

Board President Tammy Hawkins convened the Board of Trustees to closed session at 7:48 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 8:24 p.m.

27318 **Possible Action Concerning Level III Grievance Hearing – Marcia Gama**: Moved by Miller, seconded by Thayer to deny the Level III Grievance on all points.

Motion unanimously approved.

27319 **Adjournment**: Tammy Hawkins, Board President, adjourned the Level III Grievance Hearing for Marcia Gama at 8:25 p.m.

_____ _____

Board President **Board Secretary**
Tammy Hawkins *Robert Thayer*



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 8/14/2025 to 9/3/2025

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 9,424,747.61

ECTOR COUNTY ISD
CHECK REGISTER
08/14/2025 - 09/03/2025

DATE	PAYEE	AMOUNT
8/20	4IMPRINT INC	$ 2,109.85
8/20	AMERICAN SALES AND SERVICE INC	849.43
8/20	AMERIPRIDE SERVICES INC.	518.00
8/20	BSN SPORTS INC	3,998.00
8/20	BUCK'S WHEEL & EQUIPMENT COMPANY	1,285.58
8/20	CDW-G	325,749.39
8/20	CENTRAL POLY-BAG CORPORATION	9,594.00
8/20	AUTOMATIC ICE MACHINE	2,062.67
8/20	COMPUDATA SOLUTIONS LLC	140.00
8/20	CONSOLIDATED ELECTRICAL DISTRIBUTORS	391.63
8/20	CULLIGAN WATER CONDITIONING OF WEST TEXAS	686.17
8/20	DIAMOND BUSINESS SERVICES INC	6,332.51
8/20	DRAMATIC PUBLISHING	21.50
8/20	HENRY SCHEIN INC	1,972.56
8/20	LAWSON PRODUCTS INC	1,985.35
8/20	LOU'S CLINICAL LAB INC	5,633.00
8/20	MARK'S PLUMBING PARTS	1,413.00
8/20	MIDLAND SAFETY & HEALTH SALES	245.00
8/20	O'REILLY AUTO ENTERPRISES LLC	1,789.70
8/20	ORIENTAL TRADING COMPANY INC	74.48
8/20	POSITIVE PROMOTIONS	2,494.57
8/20	SCHOOL DATEBOOKS INC	2,520.80
8/20	SCHOOL OUTFITTERS LLC	968.37
8/20	MORRIS PRINTING GROUP INC	2,697.50
8/20	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	1,015.00
8/20	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	300.00
8/20	PARK PLACE PUBLICATION LP	1,536.00
8/20	THE BOSWORTH LTD	4,601.73
8/20	TRANE U.S. INC.	659.14
8/20	VISTA HIGHER LEARNING	108,348.00
8/20	NAPA AUTO PARTS	916.18
8/20	NAPA AUTO PARTS	782.10
8/20	MERIDIAN STUDENT PLANNERS	6,967.00
8/20	SANTIAGO SALOMON	1,371.54
8/20	STONE TOWER GRAFIX	2,480.90
8/20	STONE TOWER GRAFIX	1,004.44
8/20	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,189.73
8/20	DECKER INC	584.26
8/20	WEST TEXAS FILTERS INC	18,762.54
8/20	BEST CHOICE COFFEE SERVICES LLC	243.18
8/20	SCHOOL SPECIALTY LLC	1,537.28
8/20	EDPUZZLE INC	4,840.00
8/20	ODP BUSINESS SOLUTIONS LLC	502.75
8/27	ABSOLUTE FIRE PROTECTION INC	125.00
8/27	AMERIPRIDE SERVICES INC.	521.28

8/27	CDW-G	413.86
8/27	AUTOMATIC ICE MACHINE	1,288.25
8/27	CULLIGAN WATER CONDITIONING OF WEST TEXAS	114.13
8/27	DIAMOND BUSINESS SERVICES INC	1,990.00
8/27	INTERNATIONAL BACCALAUREATE ORGANIZATION	3,550.00
8/27	J W PEPPER & SON INC	3,130.06
8/27	LAKESHORE LEARNING MATERIALS	49,617.10
8/27	LAWSON PRODUCTS INC	142.75
8/27	MSC INDUSTRIAL SUPPLY CO.	97.68
8/27	ODESSA WINLECTRIC	7,974.63
8/27	O'REILLY AUTO ENTERPRISES LLC	966.75
8/27	MORRIS PRINTING GROUP INC	2,640.25
8/27	SECURED DOCUMENT SHREDDING INC	2,482.54
8/27	STEWART & STEVENSON LLC	108.21
8/27	THE BOSWORTH LTD	32.33
8/27	TRANE U.S. INC.	7,630.42
8/27	DISCOVERY EDUCATION INC	35,500.00
8/27	NAPA AUTO PARTS	1,727.27
8/27	NAPA AUTO PARTS	559.19
8/27	SANTIAGO SALOMON	2,054.24
8/27	STONE TOWER GRAFIX	2,718.55
8/27	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,447.25
8/27	DECKER INC	385.05
8/27	SOUTHERN TIRE MART LLC	1,290.00
8/27	BEST CHOICE RESTAURANTS LLC	555.72
8/27	WEST TEXAS FILTERS INC	8,203.28
8/27	BEST CHOICE COFFEE SERVICES LLC	470.01
8/27	PARTS TOWN, LLC	1,418.84
8/27	SCHOOL SPECIALTY LLC	1,189.05
8/27	CENTURY RESOURCES LLC	350.05
9/3	4IMPRINT INC	36,276.70
9/3	ALL ABOARD AMERICA!	15,634.58
9/3	AMERIPRIDE SERVICES INC.	518.00
9/3	AVID CENTER	6,026.00
9/3	CONSORTIUM FOR SCHOOL NETWORKING (COSN)	1,370.00
9/3	CULLIGAN WATER CONDITIONING OF WEST TEXAS	90.00
9/3	FIRETROL PROTECTION SYSTEMS INC	105,600.00
9/3	INTERNATIONAL BACCALAUREATE ORGANIZATION	15,750.00
9/3	J W PEPPER & SON INC	625.49
9/3	KAPLAN EARLY LEARNING CO.	15,597.05
9/3	LAKESHORE LEARNING MATERIALS	35,343.52
9/3	NIMCO INC	162.32
9/3	ODESSA WINLECTRIC	172.00
9/3	O'REILLY AUTO ENTERPRISES LLC	414.76
9/3	SCHOOL OUTFITTERS LLC	38,057.75
9/3	SECURED DOCUMENT SHREDDING INC	326.11
9/3	SHERWIN WILLIAMS	58.62
9/3	TEXAS ASSOCIATION OF SCHOOL	610.00
9/3	PARK PLACE PUBLICATION LP	500.00
9/3	THE BOSWORTH LTD	90,061.73

9/3	TRANE U.S. INC.	31,001.82
9/3	NAPA AUTO PARTS	113.19
9/3	NAPA AUTO PARTS	512.63
9/3	THE SUPPLY ROOM INC	366.92
9/3	SANTIAGO SALOMON	2,411.26
9/3	STONE TOWER GRAFIX	1,315.99
9/3	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,557.60
9/3	CONTROL SOLUTIONS	480.00
9/3	SOUTHERN TIRE MART LLC	55.00
9/3	BEST CHOICE RESTAURANTS LLC	1,024.20
9/3	WEST TEXAS FILTERS INC	5,600.06
9/3	GATEWAY EDUCATION HOLDINGS LLC	28,800.00
9/3	BEST CHOICE COFFEE SERVICES LLC	300.51
9/3	PARTS TOWN, LLC	683.04
9/3	EDPUZZLE INC	3,403.85
9/3	ODP BUSINESS SOLUTIONS LLC	164.18
8/20	304 HOTEL OPERATING LLC	1,994.60
8/20	ACCELERATION ACADEMIES	53,636.00
8/20	ADRIANA ROCHA	252.00
8/20	AGE OF LEARNING, INC.	108,316.00
8/20	ALAN WILLIAMS	143.63
8/20	ALEXANDRIA DOBBINS	252.00
8/20	ALLIANCE RECOVERY LLC	135.00
8/20	AMAZON CAPITAL SERVICES	69,941.53
8/20	AMAZON CAPITAL SERVICES	1,576.76
8/20	ANDREA REYNA	340.00
8/20	ANTHONY FORD	190.00
8/20	ARTHUR J. GALLAGHER RISK MANAGEMENT SERVICES, INC.	636,004.04
8/20	AT&T LONG DISTANCE	11.11
8/20	ATHLETIC SUPPLY INC	15,532.00
8/20	BIMBO BAKERIES USA	5,932.56
8/20	BRANDON YOUNG	1,203.28
8/20	CALPINE CORPORATION	122,148.91
8/20	CHAQUISHA DAWSON	479.48
8/20	NBCEC INC	365.20
8/20	NBCEC INC	284.15
8/20	CHRISTINA LOPEZ	60.23
8/20	CHRISTOPHER MILLS	895.36
8/20	CLARISSA FUNK	340.00
8/20	CLAYTON HARRIS	8,171.00
8/20	COCA-COLA SOUTHWEST BEVERAGES LLC	1,603.94
8/20	CROSS 49 SUPPLIES AND RENTALS CORP	10,932.50
8/20	CROSSROADS FELLOWSHIP GLOBAL, INC.	50.00
8/20	CURIPOD INC	5,999.00
8/20	CUSTOM WHOLESALE SUPPLY INC	3,636.83
8/20	D.S FABELAS RESTAURANT LLC	585.00
8/20	DAVE MACHUCA	263.84
8/20	DOLLUCY GRAINGER	9.24
8/20	DOMTECH ELECTRICAL AND CONTROLS LLC	2,030.00
8/20	DOMTECH ELECTRICAL AND CONTROLS LLC	8,146.00

8/20	DR. ET & COMPANY LLC	6,000.00
8/20	DUSTIN R GREENLEE	264.00
8/20	EDUPROJECT ELL LLC	29,568.20
8/20	ELIZABETH AVILA	10.00
8/20	ELUMA LLC	89,925.00
8/20	EMPIRE PAPER CO	17,760.68
8/20	FEDERICO AVILA	40.00
8/20	FIRST FINANCIAL ADMINISTRATORS	44,501.54
8/20	FORDE-FERRIER EDUCATIONAL SERVICE	4,000.00
8/20	G H DAIRY	22,659.33
8/20	GALILEA PINEDA	1,256.40
8/20	G & G INVESTMENTS INC	701.28
8/20	GARY DUTCHOVER	916.60
8/20	GERARDO JIMENEZ	1,950.00
8/20	GOT TO SPECIALTIES LLC	1,887.00
8/20	GRAINGER	3,630.46
8/20	GRANDE COMMUNICATIONS NETWORK LLC	1,626.71
8/20	GREENWOOD PUBLISHING GROUP LLC	11,200.00
8/20	GREGORY HAMMON	190.00
8/20	HEB LP	2,337.26
8/20	HOWIES HOCKEY INC	3,357.95
8/20	HUMBERTO HERNANDEZ JR	2,265.00
8/20	HYDRO HOLDING NORTH AMERICA	38,323.00
8/20	IMPERIAL BAG & PAPER COMPANY LLC	18,626.45
8/20	INTERACTIVE HEALTH TECHNOLOGIES LLC	4,356.00
8/20	KEVIN D BALLARD INC	67.50
8/20	JASMIN BELSOM-TORRES	320.00
8/20	JENNIFER KUHLMANN	190.40
8/20	JOHNNY B. CARROLL	155.00
8/20	JTM PROVISIONS COMPANY INC	15,744.40
8/20	JUMBURRITO	3,521.53
8/20	KATIE ARMSTRONG	46.00
8/20	KELBY UPCHURCH	190.00
8/20	KELSA BERTRAND	55.00
8/20	KRONOS INC.	8,580.00
8/20	KYLE CRISWELL	190.00
8/20	LABATT FOOD SERVICE	132,638.61
8/20	LABATT FOOD SERVICE	4,891.29
8/20	LACEE PERRY	336.59
8/20	LAURA SAMANIEGO	42.91
8/20	LEAD4WARD LLC	14,500.00
8/20	LEASE SERVICING CENTER INC	10,484.09
8/20	PHAROS HOLDINGS LLC	3,531.00
8/20	LINDSEY POLLOCK	2,000.00
8/20	LONE STAR SIGNS OF WEST TEXAS	1,545.00
8/20	LUIS ROSAS NUNEZ	948.00
8/20	LUISANA MAURICIO	15.26
8/20	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	15,826.67
8/20	MASTERS DISTRIBUTION SYSTEMS COMPANY INC	23,750.00
8/20	MIKE SYVERSON	4,464.00

8/20	MOBILE COMMUNICATION AMERICA INC	3,613.00
8/20	MOTOROLA SOLUTIONS, INC.	3,200.00
8/20	N-TUNE MUSIC & SOUND INC	962.50
8/20	NATALIE FITZGERALD	39.00
8/20	NATIONAL FOOD GROUP INC	12,480.00
8/20	NC3 - NATIONAL COALITION OF CERTIFICATION CENTERS	2,780.00
8/20	NCS PEARSON INC	85,158.40
8/20	NORA ISELA CRUZ	340.00
8/20	ODESSA CHAMBER OF COMMERCE	5,000.00
8/20	ODESSA CRIME STOPPERS, INC	1,634.47
8/20	ODESSA FAMILY YMCA	76,664.00
8/20	ODESSA SIGN SOLUTION LLC	170.00
8/20	ODESSA SIGN SOLUTION LLC	25.00
8/20	ASHLEY HAIDER	110.00
8/20	JOAQUIN INIQUEZ	47.99
8/20	KIM LIEN TRAN	60.00
8/20	OTICON INC	219.74
8/20	OTIS ELEVATOR COMPANY INC	2,215.30
8/20	PENSKE COMMERCIAL VEHICLES US LLC	585.68
8/20	PERMIAN SEPTIC INC	375.00
8/20	PRECISION BUSINESS MACHINES INC	2,015.93
8/20	PROJECT LEAD THE WAY INC	5,400.00
8/20	PUBLIC IMPACT LLC	49,908.00
8/20	RAY ALLEN MANUFACTURING LLC	299.99
8/20	REGION 18 EDUCATION SERVICE CENTER	1,800.00
8/20	ROBERT AVOSSA	5,000.00
8/20	ROBERT M THAYER	66.11
8/20	ROBERTS TRUCK CENTER OF TEXAS	1,741.88
8/20	RONALD PROMESSE	90.00
8/20	RONALD PROMESSE	300.00
8/20	SYNCHRONY BANK SAM'S CLUB	79.33
8/20	SYNCHRONY BANK SAM'S CLUB	719.90
8/20	SANDRA BANDA	11.05
8/20	SEVERIN INTERMEDIATE HOLDINGS, LLC	121,218.63
8/20	SHAWN CAVENDER	185.00
8/20	SHIRLEY HARDEE	190.00
8/20	SIEMENS INDUSTRY, INC	61,056.00
8/20	SIMS PLASTIC INC	380.02
8/20	SKYOP LLC	5,495.00
8/20	STACEY YBARRA	794.36
8/20	STACI WALTON	252.00
8/20	STEMARCO DESIGN LLC	123.95
8/20	STEMARCO DESIGN LLC	59.95
8/20	SWEET PIZZA LLC	330.49
8/20	SYSCO USA, INC	7,128.36
8/20	TENESIA MELENDEZ	33.75
8/20	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	1,520.00
8/20	TASB, INC	4,600.00
8/20	TEXAS DEPARTMENT OF PUBLIC SAFETY	255.00
8/20	THE HOLDSWORTH CENTER	2,000.00

8/20	THE RON CLARK ACADEMY	2,600.00
8/20	THERMOWORKS INC	3,082.03
8/20	TIMOTHY C OKORIE	730.20
8/20	TRACY GOMEZ	252.00
8/20	TROPHY DEN	516.00
8/20	TROY ASHBAUGH	948.00
8/20	TYANNA ROLAND	347.00
8/20	TYLER THOMPSON	90.00
8/20	TYLER THOMPSON	300.00
8/20	UNITED REFRIGERATION	16,923.59
8/20	VIKTORIA R HENDERSON	33.11
8/20	WADE MCCLINTOCK	47.00
8/20	WALSH GALLEGOS KYLE ROBINSON & ROALSON PC	150.00
8/20	WATKIN COCKER	364.48
8/20	WHITNEY CARTER	50.00
8/20	YOLANDA GORDON	39.00
8/20	UNIVERSAL FIDELITY LIFE INSURANCE COMPANY	131,656.00
8/27	ANGEL ORTIZ	4,800.00
8/27	ALEX LIGON	808.46
8/27	ALLEN TEINERT CONSTRUCTION	554,553.31
8/27	AMAZON CAPITAL SERVICES	50,071.15
8/27	AMAZON CAPITAL SERVICES	3,092.64
8/27	ANGEL MATTA	730.20
8/27	APPLE, INC	1,190.00
8/27	AT&T	9,775.75
8/27	AT&T MOBILITY	62.39
8/27	ATHLETIC SUPPLY INC	10,194.82
8/27	BATTERIES UNLIMITED WTX LLC	519.00
8/27	BEVCAP MANAGEMENT LLC	104,113.88
8/27	BIMBO BAKERIES USA	5,516.68
8/27	A-Z BUS TEXAS LLC	2,144.90
8/27	CABLE ONE, INC.	1,457.00
8/27	CHERALDIN CELIS	252.00
8/27	CHRISTINA SIFUENTEZ	32.62
8/27	CLEARBROOK FARMS INC	28,224.00
8/27	COCA-COLA SOUTHWEST BEVERAGES LLC	372.06
8/27	CONSCIOUS DISCIPLINE HOLDINGS LLC	5,420.00
8/27	HOHENBERGER INC	139,650.00
8/27	CUSTOM WHOLESALE SUPPLY INC	897.92
8/27	ELISHA SESSIONS	252.00
8/27	ENERGYCAP, INC	9,580.48
8/27	FAMILY SUPPORT REGISTRY	1,186.00
8/27	FEDEX	64.31
8/27	FOCUS SCHOOL SOFTWARE LLC	16,713.00
8/27	FOLLETT CONTENT SOLUTIONS LLC	98,605.21
8/27	G H DAIRY	28,435.38
8/27	G H DAIRY	141.75
8/27	G & G INVESTMENTS INC	2,097.00
8/27	G & G INVESTMENTS INC	3,729.05
8/27	GERARDO JIMENEZ	860.00

8/27	GILLIAN HERRERA	575.00
8/27	GOLD CREEK FOODS	11,791.36
8/27	GOODMAN FOOD PRODUCTS	16,684.92
8/27	GOPHER SPORT	12,517.45
8/27	GRAINGER	5,195.80
8/27	GRANDE COMMUNICATIONS NETWORK LLC	6,719.22
8/27	GRANDE COMMUNICATIONS NETWORK LLC	1,576.58
8/27	GREENWOOD PUBLISHING GROUP LLC	97,767.60
8/27	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	468,495.00
8/27	HUMBERTO HERNANDEZ JR	21,433.64
8/27	IMPERIAL BAG & PAPER COMPANY LLC	17,761.92
8/27	ISPHERE INNOVATION PARTNERS LLC	13,870.00
8/27	IVY BUSINESS FORMS INC	768.88
8/27	JAMES D CLENDENEN	730.20
8/27	JASMIN BELSOM-TORRES	400.00
8/27	JENNIFER KUHLMANN	808.46
8/27	JENNIFER WIMBERLEY	81.20
8/27	JONNABELLE N. DE LEON	196.87
8/27	LABATT FOOD SERVICE	94,511.43
8/27	LABATT FOOD SERVICE	84.32
8/27	LARRY SANCHEZ	88.59
8/27	LONE STAR FURNISHINGS LLC	28,306.92
8/27	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	33,228.14
8/27	MARIEBEL MUNOZ ZERMENO	259.84
8/27	MATTHEW MCCRURY	704.90
8/27	MICHAEL HAWLEY	93.64
8/27	MICHELLE MADRID	50.61
8/27	MIDLAND ISD	50.00
8/27	MONK HOLDINGS LLC	2,010.00
8/27	MSB SCHOOL SERVICES LLC	16.36
8/27	MUSIC SALES DIGITAL SERVICES LLC	32,008.00
8/27	N-TUNE MUSIC & SOUND INC	927.20
8/27	NARDONE BROS. BAKING CO. INC.	39,957.30
8/27	NAYELI OLIVAREZ	156.66
8/27	NCS PEARSON INC	9,263.00
8/27	STATE OF NEW MEXICO	300.00
8/27	NEW TECHNOLOGY NETWORK, LLC	78,938.00
8/27	NEXT LEVEL SCHOOLS LLC	7,500.00
8/27	NIMBUS DRINKING WATER SYSTEMS LTD	310.00
8/27	NUNEZ FENCE	32,900.00
8/27	SEWCO INC	28,021.64
8/27	ABILENE CHRISTIAN UNIVERSITY	1,000.00
8/27	BRENDA BROOKS	76.85
8/27	HARDIN-SIMMONS UNIVERSITY	1,000.00
8/27	MEAGAN SKIPSKI	71.00
8/27	OTICON INC	1,114.99
8/27	PENSKE COMMERCIAL VEHICLES US LLC	7,146.69
8/27	PETROPLEX OFFICE SUPPLY, INC.	37,416.75
8/27	PLASCO ID HOLDING LLC	3,117.80
8/27	PRECISION BUSINESS MACHINES INC	1,438.76

8/27	PROJECT LEAD THE WAY INC	3,470.25
8/27	REGION 18 EDUCATION SERVICE CENTER	250.00
8/27	RICK HENEGAR	60.00
8/27	ROBERTS TRUCK CENTER OF TEXAS	2,028.74
8/27	ROSAS CAFE & TORTILLA FACTORY LTD	356.90
8/27	ROSHELL D CAUFIELD	1,600.00
8/27	SARA HERNANDEZ	196.87
8/27	THE SEWELL FAMILY OF COMPANIES INC	197,532.23
8/27	SKILLSUSA TEXAS ASSOCIATION SECONDARY INC	224.00
8/27	SOLIANT HEALTH LLC	3,300.00
8/27	STEMARCO DESIGN LLC	361.45
8/27	STEPHANIE VILLAVICENCIO GARCIA	28.21
8/27	SYSCO USA, INC	8,045.68
8/27	TERRACON CONSULTANTS INC	3,500.00
8/27	TERRY HENKELL	760.99
8/27	TASB, INC	2,500.00
8/27	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	285.00
8/27	TEXAS STATE UNIVERSITY	1,000.00
8/27	THE RON CLARK ACADEMY	857.26
8/27	THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY	600.00
8/27	THOMAS GONZALES	1,257.06
8/27	TOMMY HAWKINS CONSTRUCTION, INC.	32,870.00
8/27	TYLER THOMPSON	400.00
8/27	UNITED REFRIGERATION	1,304.81
8/27	UNITED RENTALS (NORTH AMERICA), INC.	455.66
8/27	UNIVERSITY OF TX-PERMIAN BASIN	1,000.00
8/27	VALERIE RIVERA	219.84
8/27	VANESSA FLORES	60.00
8/27	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	53.70
8/27	WEST TEXAS EDUCATORS	184,484.32
8/27	ZAPOPAN BUSINESS GROUP LLC	5,551.90
9/3	2W INTERNATIONAL LLC	13,500.00
9/3	AIRGAS USA LLC	263,207.40
9/3	ALPHA FOODS CO.	42,474.60
9/3	AMAZON CAPITAL SERVICES	73,712.96
9/3	AMAZON CAPITAL SERVICES	1,732.58
9/3	AMERICAN FAMILY LIFE & CANCER	6.00
9/3	ARTHUR J. GALLAGHER RISK MANAGEMENT SERVICES, INC.	5,000.00
9/3	ASSOCIATION OF TEXAS	9.90
9/3	ATHLETIC SUPPLY INC	5,496.00
9/3	ATKINS HOLLMAN JONES PEACOCK	22,736.50
9/3	DICK BLICK COMPANY	1,863.52
9/3	CALFED FINANCIAL CORPORATION	16,961.00
9/3	NBCEC INC	322.75
9/3	CHRIS STANLEY	1,357.00
9/3	CHRISTINA GARCIA	750.00
9/3	CIRCLE P RANCH SUPPLY INC	425.37
9/3	CITY OF ODESSA	400.00
9/3	CONTROL TECHNOLOGIES INC	51,989.90
9/3	CORRAL ENVIRONMENTAL CONSULTING LLC	1,800.00

9/3	CUMMINS SOUTHERN PLAINS LLC	391.68
9/3	CUSTOM WHOLESALE SUPPLY INC	307.50
9/3	DELMA ABALOS	1,357.00
9/3	TWIN CITIES BOWLING INC	448.90
9/3	DOMTECH ELECTRICAL AND CONTROLS LLC	49,872.86
9/3	ECTOR COUNTY COLISEUM	2,750.00
9/3	ELIZABETH GRAY	29.89
9/3	FEDEX	56.51
9/3	FIRST FINANCIAL ADMINISTRATORS	28,027.71
9/3	FIRST FINANCIAL ADMINISTRATORS	12,640.00
9/3	FIRST FINANCIAL ADMINISTRATORS	74,740.33
9/3	FIRST FINANCIAL ADMINISTRATORS	2,625.00
9/3	FIRST FINANCIAL ADMINISTRATORS	14,684.50
9/3	FIRST FINANCIAL ADMINISTRATORS	7,393.46
9/3	FIRST FINANCIAL ADMINISTRATORS	5,144.96
9/3	FIRST FINANCIAL ADMINISTRATORS	5,808.68
9/3	FIRST FINANCIAL ADMINISTRATORS	5,197.00
9/3	FIRST FINANCIAL ADMINISTRATORS	5,178.53
9/3	FIRST FINANCIAL ADMINISTRATORS	59,676.92
9/3	FIRST FINANCIAL ADMINISTRATORS	25,447.30
9/3	FIRST FINANCIAL ADMINISTRATORS	121,317.32
9/3	FOLLETT CONTENT SOLUTIONS LLC	77.83
9/3	G H DAIRY	28,187.37
9/3	GALLAGHER CONSTRUCTION COMPANY LP	117,190.26
9/3	G & G INVESTMENTS INC	1,134.54
9/3	GRAINGER	4,978.71
9/3	GRAND FUND INC	39,667.25
9/3	HEALTH SERVICES ADMINISTRATION	22,276.01
9/3	HENTHORN COMMERCIAL CONSTRUCTION LLC	108,274.35
9/3	HOME DEPOT USA INC - STORE #562	3,210.80
9/3	TINA GREGG	350.00
9/3	HURT EXTERMINATING	96,725.00
9/3	IMPERIAL BAG & PAPER COMPANY LLC	3,926.47
9/3	INSOURCE INSURANCE GROUP, LLC	143.14
9/3	INSTRUCTURE INC	300.00
9/3	J HIGGINS LTD INC	329.00
9/3	JENNIFER KUHLMANN	1,136.95
9/3	JNT RESOURCES PARTNERS, LP	74.55
9/3	JNT RESOURCES PARTNERS, LP	1,293.48
9/3	JNT RESOURCES PARTNERS LP	29,513.33
9/3	JOSE M HERNANDEZ	33,250.00
9/3	KEELEY BOYER	182.00
9/3	LABATT FOOD SERVICE	83,702.05
9/3	LAURA SAMANIEGO	26.46
9/3	LAURA SCHEILE	279.00
9/3	LAUREN TAVAREZ	149.00
9/3	LVR COMMERICAL FLOORING	71,690.75
9/3	MARLIN LEASING CORPORATION	953.65
9/3	MATTHEW SPIVY	120.00
9/3	METROSTUDY INC	42,500.00

9/3	N-TUNE MUSIC & SOUND INC	43,390.80
9/3	NATIONAL FOOD GROUP INC	23,296.00
9/3	NAVIGATE360 LLC	4,184.50
9/3	BOARD OF REGENTS NEVADA SYSTEM OF HIGHER EDUCATION	500.00
9/3	NEXTGEN SECURITY	1,197.00
9/3	ODESSA COLLEGE	2,600.00
9/3	ODESSA SIGN SOLUTION LLC	2,160.00
9/3	OFFICEWISE COMMERCIAL INTERIORS LLC	1,931.72
9/3	SEWCO INC	15,414.02
9/3	SEWCO INC	69.09
9/3	TANYA HERRERA	30.00
9/3	PADRINO FOODS	22,899.00
9/3	PANORAMA EDUCATION	90,375.00
9/3	PARKHILL, SMITH & COOPER, INC.	84,913.47
9/3	PENSKE COMMERCIAL VEHICLES US LLC	85.88
9/3	SHANNON D GAYLOR	215.00
9/3	PERMIAN MOVERS, INC.	150.00
9/3	RATLIFF RANCH GOLF LINKS	3,000.00
9/3	WILLIAM MARCH RICE UNIVERSITY	10,500.00
9/3	ROBERT M THAYER	1,337.00
9/3	ROBERTO TREJO	120.00
9/3	ROBERTS TRUCK CENTER OF TEXAS	64.44
9/3	RONALD PROMESSE	300.00
9/3	SYNCHRONY BANK SAM'S CLUB	16,551.70
9/3	SANDY OCHOA	35.00
9/3	SCHOOLHOUSE DRIVELINE	935.00
9/3	SCOTT MURI	3,333.33
9/3	THE SEWELL FAMILY OR COMPANIES INC	1,675.00
9/3	SHONA DEE ANN LEWIS	40.74
9/3	SHONA DEE ANN LEWIS	280.00
9/3	SIEMENS INDUSTRY, INC	14,061.00
9/3	STEMARCO DESIGN LLC	129.35
9/3	STEPHEN TROUB	200.00
9/3	STEVE BROWN	2,387.40
9/3	STRIVE PUBLIC POLICY RESOURCES LLC	4,600.00
9/3	SYSCO USA, INC	18,735.20
9/3	TAMMY HAWKINS	1,337.00
9/3	TEL/LOGIC INC.	36,000.00
9/3	TERRACON CONSULTANTS INC	15,012.50
9/3	TEXAS A&M UNIVERSITY	1,000.00
9/3	TEXAS ACADEMIC DECATHLON FOUNDATION	1,500.00
9/3	TEXAS ALTERNATOR STARTER SERVICE	3,717.10
9/3	TASB, INC	3,000.00
9/3	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	420.00
9/3	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
9/3	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	37,600.00
9/3	TEXAS STATE TEACHERS ASSOCIATION	32,886.46
9/3	TEXAS TECH UNIVERSITY K-12	180.00
9/3	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
9/3	TEXAS TECH UNIVERSITY	600.00

9/3	THE CINCINNATI LIFE INS. CO	188.13
9/3	THE PITNEY BOWES	463.54
9/3	SCRIPPS NATIONAL SPELLING BEE INC	4,500.00
9/3	TODD NICHOLAS FOX	20,708.15
9/3	TYLER TECHNOLOGIES INC	115,470.29
9/3	TYLER THOMPSON	300.00
9/3	UMB BANK N.A.	600.00
9/3	UNITED REFRIGERATION	133.32
9/3	UNITED STATES CELLULAR CORPORATION	196.16
9/3	VERIZON WIRELESS SERVICES LLC	4,136.65
9/3	RANCH SUPPLY OF ODESSA	84.55
9/3	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	17.90
9/3	WESTERN-BRW PAPER CO INC	7,761.26
9/3	WHITE HOUSE MEAT MARKET	340.84
9/3	ZAPOPAN BUSINESS GROUP LLC	3,508.95
9/3	YARELY ORONA	750.00
8/14	AETNA LIFE INSURANCE COMPANY	119,976.00
8/14	PCARX LLC	134,712.69
8/14	PCARX LLC	19,408.00
8/18	AETNA LIFE INSURANCE COMPANY	471,473.07
8/18	PCARX LLC	117,730.19
8/21	UTPB	263,294.00
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	517
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 9,424,747.61



REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER $10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than $10,000.

Amount	Fund	From	Description
$71,206	482	Education Foundation	1/4 staff salaries for Education Foundation Executive Director, Director of STEAM Initiative & Special Projects, and a part-time aide.
$150,000	199	Exxon Mobil	STEM resources
$18,800	199	Permian Baseball Booster Club	Permian High School - short brick/chain link fence
$145,750	199	IXL Learning	Student licenses to math platform

_____ _____

Board Approval Date

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES
CDC (EXHIBIT) A (Reg)

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

Campus: 812 - Education Foundation
Principal/Non-Campus Administrator: Celeste Potter
Name of Donor: Education Foundation
Email/Phone of Donor: educationfoundation.odessa@outlook.com
Donor Mailing Address: PO Box 951 Odessa, Texas 79760
Donation Description: Donation - EF Staff
Type of Donation: Check
Value*: 71206
*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.
Purpose of Donation: Donation to cover staff salaries for the Education Foundation - Executive Director - Director of STEAM Initiative & Special Projects - Part-Time Aide
Item/Service: NA
Purpose of Purchase: NA

Approver	Response	Date	Comment
Albessa Chavez	Approve	8/07/2025 11:34 AM	Approved
Keeley Boyer	Approve	8/06/2025 12:30 PM	NA
Dusty Baumann	Approve	8/06/2025 6:38 PM	NA
Celeste Potter	Approve	8/06/2025 8:45 AM	NA

Memo

To: Albessa Chavez, Chief Financial Officer

From: Celeste Potter, Education Foundation

Date: September 9, 2025

Re: Donation

Message:

The enclosed donation is the first installment for 2025-2026 school year to support the staff positions for the Education Foundation within ECISD. We are grateful to ECISD for this continued partnership and look forward to accomplishing great things in the coming year.

Next installments due October 2025.

Education Foundation
Inspiration in Education

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES
CDC (EXHIBIT) A (Reg)

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

Campus: 851 - Academics
Principal/Non-Campus Administrator: Kristen N. Vesely
Name of Donor: ExxonMobil
Email/Phone of Donor: jennifer.c.stephenson@exxonmobil.com
Donor Mailing Address: 22777 Springwoods Village Pkwy. Spring TX 77389
Donation Description: STEM Resources
Type of Donation: Physical items
Value*: 150000
*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.
Purpose of Donation: To improve and support STEM educational programming in ECISD.
Item/Service: STEM Lab equipment
Purpose of Purchase: To improve STEM Education in middle schools and high schools.

Approver	Response	Date	Comment
Kristen Vesely	Approve	8/19/2025 7:09 PM	Approved
Keeley Boyer	Approve	8/20/2025 12:03 PM	NA
Albessa Chavez	Approve	8/26/2025 9:29 AM	Approved
Dusty Baumann	Approve	8/26/2025 2:19 PM	NA

VERNIER SOFTWARE & TECHNOLOGY INC.
DBA, VERNIER SCIENCE EDUCATION
13979 SW MILLIKAN WAY
BEAVERTON, OR 97005
503-277-2299 Email: orders@vernier.com
EIN:93-4154597

Quote

Vernier Quote: 1112602 - 000
Customer: 716667
Expire Date 08/31/2025

Customer: 716667
CAITLIN COUCH
ECTOR COUNTY ISD
802 N SAM HOUSTON
ODESSA, TX 79761

Quote Date	Employee	Ship Via	Incoterms 2020	MOS	Terms	Contact ID	Currency
08/12/2025	dminges	XPO	EXW	LESS THAN TR	NET 30 DAYS		USD

Qty Ordered	Item Code	Description	Retail Price	Unit Price	Total Price
7	GAP-3YR	VERNIER GRAPHICAL ANALYSIS PRO 3-YR	299.00	0.00	0.00
This is a web-based service, delivered digitally. Each license grants access for a K-12 school building or a college department for three years from activation.					
56	GDX-FOR	GO DIRECT FORCE/ACCELERATION	119.00	119.00	6,664.00
56	PHY-FRBL	FRICTION BLOCK	17.00	17.00	952.00
56	GDX-MD	GO DIRECT MOTION DETECTOR	129.00	129.00	7,224.00
28	OSE-GDXCART-PKG	OPENSCIED SENSOR CART PKG	491.00	482.00	13,496.00
		28 GDX-CART-Y GO DIRECT SENSOR CART YELLOW			
		28 GDX-CART-G GO DIRECT SENSOR CART GREEN			
		28 GDX-CART-AK GO DIRECT SENSOR CART ACCESSORY KIT			
		28 CGUIDE-1 CART GUIDE (1 PC)			
7	GDX-WTVA	GO DIRECT WEATHER SYSTEM	164.00	164.00	1,148.00
		7 GDX-WTHR GO DIRECT WEATHER			
		7 WTHR-VANE GO DIRECT WEATHER VANE			
8	MSV-E	MIDDLE SCHL SCI W/ VERNIER - ELEC	45.00	0.00	0.00
This product is delivered via electronic download, with no physical product to ship.					
1	TARIFF	TARIFF SURCHARGE	0.00	1,474.20	1,474.20
In response to recent U.S. trade policy changes and resulting tariffs, a 5% surcharge has been applied to this purchase of Vernier products (excluding software and books). See www.vernier.com/tariffs for more information.					

Total Item Qty: 310 Total Weight: 190.40

The prices listed on this quote are valid with complete shipment to one location. Any applicable tax will be based on the bill-to entity, the ship-to address, and the date of the shipment.

Please contact our Quotes Dept at 1-888-837-6437 or quotes@vernier.com if you have any questions about the quote. Please contact our Orders Dept at 1-888-837-6437 or orders@vernier.com and reference this quote number to place the order.

1389

Thank you for using Vernier products!

Line Item Total:	30,958.20
Shipping:	0.00
Subtotal:	30,958.20
***Estimated Tax:**	0.00
Total:	30,958.20

VERNIER SOFTWARE & TECHNOLOGY INC.
DBA, VERNIER SCIENCE EDUCATION
13979 SW MILLIKAN WAY
BEAVERTON, OR 97005
503-277-2299 Email: orders@vernier.com
EIN:93-4154597

Quote

Vernier Quote: 1112611 - 000
Customer: 716667
Expire Date 08/31/2025

Customer: 716667
CAITLIN COUCH
ECTOR COUNTY ISD
SECONDARY SCIENCE-HIGH SCHOOLS
ODESSA, TX 79761

Quote Date	Employee	Ship Via	Incoterms 2020	MOS	Terms	Contact ID	Currency
08/12/2025	dminges	XPO	EXW	LESS THAN TR	NET 30 DAYS		USD

Qty Ordered	Item Code	Description	Retail Price	Unit Price	Total Price
14	GDX-RB	GO DIRECT RESPIRATION BELT	125.00	125.00	1,750.00
36	GDX-CO2	GO DIRECT CO2 GAS SENSOR	229.00	229.00	8,244.00
48	GDX-FOR	GO DIRECT FORCE/ACCELERATION	119.00	119.00	5,712.00
6	GDX-PH-TP	GO DIRECT PH TEACHER PACK	935.00	935.00	5,610.00
48	GDX-O2	GO DIRECT O2 GAS SENSOR	219.00	219.00	10,512.00
36	GDX-GP	GO DIRECT GAS PRESSURE	105.00	105.00	3,780.00
6	GDX-TMP-TP	GO DIRECT TEMP TEACHER PACK	702.00	702.00	4,212.00
12	GW-OHR	OPTICAL HEART RATE SENSOR	104.95	104.95	1,259.40
36	GDX-CON	GO DIRECT CONDUCTIVITY	129.00	129.00	4,644.00
36	DTS-GDX	GO DIRECT DYNAMICS SYSTEM	636.00	636.00	22,896.00
		36 DTS-KIT-GDX GO DIRECT DYNAMICS SYSTEM KIT 36 TRACK COMBINATION TRACK/OPTICS BENCH			
24	DTS-CFAN	CART FAN + MOUNTING PLATE	89.00	89.00	2,136.00
24	DTS-PAD	FRICTION PAD DTS	32.00	32.00	768.00
48	PHY-FRBL	FRICTION BLOCK	17.00	17.00	816.00
36	GDX-MD	GO DIRECT MOTION DETECTOR	129.00	129.00	4,644.00
24	GDX-VPG	GO DIRECT PHOTOGATE	105.00	105.00	2,520.00
24	LASER	LASER POINTER	24.00	24.00	576.00
24	STAND	LASER POINTER STAND	29.00	29.00	696.00
12	GDX-FP	GO DIRECT FORCE PLATE	399.00	399.00	4,788.00
36	GDX-COL	GO DIRECT COLORIMETER	135.00	135.00	4,860.00
24	GDX-CUR	GO DIRECT CURRENT SENSOR	99.00	99.00	2,376.00
36	GDX-LC	GO DIRECT LIGHT/COLOR SENSOR	99.00	99.00	3,564.00
36	GDX-VOLT	GO DIRECT VOLTAGE	95.00	95.00	3,420.00
12	VCB2-CAP	LARGE CAPACITOR 22000 UF	30.00	30.00	360.00
6	DCA-3YR	DATA COLLECTION AND ANALYSIS PKG - 3 YR	499.00	499.00	2,994.00
		6 GAP-3YR VERNIER GRAPHICAL ANALYSIS PRO 3-YR 6 VVA-3YR VERNIER VIDEO ANALYSIS 3-YEAR 6 VSA VERNIER SPECTRAL ANALYSIS 6 VIA VERNIER INSTRUMENTAL ANALYSIS			
7	CWV-E	CHEMISTRY W/ VERNIER - ELEC	45.00	0.00	0.00
This product is delivered via electronic download, with no physical product to ship.					
7	BWV-E	BIOLOGY W/ VERNIER - ELEC	45.00	0.00	0.00
This product is delivered via electronic download, with no physical product to ship.					
7	PWV-E	PHYSICS W/ VERNIER - ELEC	45.00	0.00	0.00
This product is delivered via electronic download, with no physical product to ship.					
1	TARIFF	TARIFF SURCHARGE	0.00	5,237.82	5,237.82
In response to recent U.S. trade policy changes and resulting tariffs, a 5% surcharge has been applied to this purchase of Vernier products (excluding software and books). See www.vernier.com/tariffs for more information.					
2	OST-1DAY	ON-SITE PROFESSIONAL DEVELOPMENT (1 DAY)	3,000.00	0.00	0.00

VERNIER SOFTWARE & TECHNOLOGY INC.
DBA, VERNIER SCIENCE EDUCATION
13979 SW MILLIKAN WAY
BEAVERTON, OR 97005
503-277-2299 Email: orders@vernier.com
EIN:93-4154597

Quote

Vernier Quote: 1112611 - 000
Customer: 716667
Expire Date 08/31/2025

Customer: 716667
CAITLIN COUCH
ECTOR COUNTY ISD
SECONDARY SCIENCE-HIGH SCHOOLS
ODESSA, TX 79761

Quote Date	Employee	Ship Via	Incoterms 2020	MOS	Terms	Contact ID	Currency
08/12/2025	dminges	XPO	EXW	LESS THAN TR	NET 30 DAYS		USD

Qty Ordered	Item Code	Description	Retail Price	Unit Price	Total Price
8	GDX-RMPK	GO DIRECT ROTARY MOTION PACKAGE	324.00	324.00	2,592.00
		8 GDX-RMS GO DIRECT ROTARY MOTION SENSOR			
		8 AK-RMV ROTATIONAL MOTION ACCESSORY KIT			
4	GDX-PL	GO DIRECT PROJECTILE LAUNCHER	499.00	499.00	1,996.00
2	VPD-3HR	3-HOUR VIRTUAL PROFESSIONAL DEVELOPMENT	750.00	750.00	1,500.00
1	OST-1DAY	ON-SITE PROFESSIONAL DEVELOPMENT (1 DAY)	3,000.00	3,000.00	3,000.00
1	PH-SS	PH STORAGE SOLUTION	25.00	25.00	25.00

Total Item Qty: 746 Total Weight: 952.20

The prices listed on this quote are valid with complete shipment to one location. Any applicable tax will be based on the bill-to entity, the ship-to address, and the date of the shipment.

Please contact our Quotes Dept at 1-888-837-6437 or quotes@vernier.com if you have any questions about the quote. Please contact our Orders Dept at 1-888-837-6437 or orders@vernier.com and reference this quote number to place the order.

1391

Thank you for using Vernier products!

Line Item Total:	117,488.22
Shipping:	1,553.58
Subtotal:	119,041.80
***Estimated Tax:**	0.00
Total:	119,041.80

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES
CDC (EXHIBIT) A (Reg)

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

Campus: 003 - Permian High School
Principal/Non-Campus Administrator: Tracey Borchardt-Athletics
Name of Donor: Permian Baseball Booster Club
Email/Phone of Donor: 432-258-3695
Donor Mailing Address: Permian High School 1800 E. 42nd Odessa, Tx 79761
Donation Description: Short brick/chain link fence down right field
Type of Donation: Physical items
Value*: 18800
*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.
Purpose of Donation: Keep the dirt of the new playing field
Item/Service: No purchase necessary, materials and labor are all part of the donation.
Purpose of Purchase: Keep the dirt of the new playing field

Approver	Response	Date	Comment
Dusty Baumann	Approve	8/25/2025 4:44 PM	NA
Tracey Borchardt	Approve	8/26/2025 2:34 PM	NA
Keeley Boyer	Approve	8/25/2025 3:56 PM	NA
Albessa Chavez	Approve	8/26/2025 9:32 AM	Approved

ECISD Donation Budget Template

Name of Donor or Donation: _____Permian Baseball Booster Club – Wall for Rightfield

Donation Total: $ 18,800

Item Description	Quantity	Cost per Unit	Total
Brick	100 ft	90.00	9,000
Chain Link	100 ft	30.00	3,000
Labor	1	6,800	6,800
		Grand Total:	**18,800.00**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES
CDC (EXHIBIT) A (Reg)

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

Campus: 851 - Academics
Principal/Non-Campus Administrator: Kristen Vesely
Name of Donor: Texas Education Agency Math Supplemental Curriculum Grant
Email/Phone of Donor: 5124638525
Donor Mailing Address: 1701 N Congress Ave Austin Texas, 78701
Donation Description: TEA- MSC Grant - IXL
Type of Donation: Physical items
Value*: 145750
*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.
Purpose of Donation: TEA Grant providing access to IXL for 5th - 12th grade math students.
Item/Service: IXL provides a personalized learning pathway that adapts to the unique needs of each student, offering targeted practice and real-time feedback. This adaptive approach directly supports the requirements of House Bill 1416 by providing accelerated instruction and individualized interventions for students who do not meet grade-level expectations. Through continuous diagnostics and progress monitoring, IXL ensures that instructional time is focused on skill gaps, thereby aligning with HB1416's mandate for evidence-based, student-specific support.
Purpose of Purchase: The awarded IXL site licenses will be utilized to provide personalized learning pathways for students in alignment with House Bill 1416 (HB1416). HB1416 requires accelerated instruction and targeted interventions for students who do not meet grade-level expectations. IXL's adaptive platform offers individualized practice, real-time diagnostics, and progress monitoring, ensuring that students receive focused support in the specific areas where growth is needed. The licenses will enable educators to deliver evidence-based, student-specific interventions as outlined in HB1416, thereby supporting improved academic outcomes.

Approver	Response	Date	Comment
Albessa Chavez	Approve	8/26/2025 4:57 PM	Approved
Dusty Baumann	Approve	8/26/2025 4:56 PM	NA
Keeley Boyer	Approve	8/27/2025 8:58 AM	NA
Kristen Vesely	Approve	8/26/2025 5:05 PM	NA

ECISD Donation Budget Template

Finance Division

Name of Donor or Donation: TEA-MSC Grant

Donation Total: $ 145,750

Item Description	Quantity	Cost per Unit	Total
IXL Site License (Grades 5-12) - Math	11,000	13.25	145,750.00
		Grand Total:	145,750.00

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1486407-1
DATE: AUGUST 21, 2025

TO:
Melissa Cooper
Ector County Independent School District
PO BOX 3912
ODESSA, TX 79760

COMMENTS OR SPECIAL INSTRUCTIONS

This quote shows the year-long cost of IXL Math for Ector County. This is not a valid quote for placing an order, it is solely for comparison purposes.

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Corinne Deans	A24-6433186	12 months	Not A Valid Quote

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license (Grades 5-12) Subject: Math	11000	$13.25	$145,750.00
		Total Price	$145,750.00

TOTALS	
Total Subscriptions List Price	$145,750.00
Grand Total	$145,750.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1486407-1. For international accounts, we can accept wire transfers for an additional fee.

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE #1489778-1
DATE: AUGUST 26, 2025

TO:
Melissa Cooper
Ector County Independent School District
PO BOX 3912
ODESSA, TX 79760

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	UPGRADE DURATION	QUOTE VALID UNTIL
Corinne Deans	A24-6433186	Through March 6, 2026	September 20, 2025

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
Add students to IXL site license: Grades 5-12 Subject: Math	11,000	$0.00	$0.00
		Total Price	$0.00

TOTALS	
Grand Total	$0.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1489778-1. For international accounts, we can accept wire transfers for an additional fee.

REQUEST FOR APPROVAL OF EXTRACURRICULAR STATUS OF 4-H ORGANIZATION RESOLUTION AND ADJUNCT STAFF MEMBERS

The State Board of Education passed an amendment that allows public school students to be considered “in attendance” when participating in approved off-campus activities with an adjunct staff member of the school district.

This amendment provides local school boards the opportunity to recognize County Extension Agents as adjunct staff members and to count students participating in 4-H/Extension educational activities in attendance for Foundation School Program purposes.

It is recommended that the board approve the request by the 4-H organization to be sanctioned as an extracurricular activity.

ECTOR COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

Monday, August 4, 2025

Dr. Keeley Boyer
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas, 79761

Dear Dr. Boyer:

On behalf of the 4-H members of Ector County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Ector County Independent School District. I further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me for my files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector/Midland County Extension Office
1010 E 8th | Odessa, Texas 79761
https://ector.agrilife.org/ | Tel. 432-498-4071

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Ector County Independent School District

meeting in public with a quorum present and certified, did adopt this resolution that recognizes the

Ector

County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district.

A local representative of the Texas A&M AgriLife Extension Service will request academic eligibility for all 4-H competitive activities, regardless if a school absence is or is not required, and for non-competitive purposes when an absence is required.

Approved this_____day of_____, 20_____.

_____ Board of Trustee

_____ Superintendent

ECTOR COUNTY EXTENSION SERVICE

Monday, August 4, 2025

Dr. Keeley Boyer
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas, 79761

Dear Dr. Boyer:

On behalf of the Ector/Midland County Extension Staff, I hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Ector Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student

Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

Ector County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Ector Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector/Midland County Extension Office
1010 E 8th Street | Odessa, Texas 79761
https://ector.agrilife.org/| Tel. 432-498-4071

THE STATE OF TEXAS
COUNTY OF ECTOR

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Ector County Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Ector Independent School District.

Upon consideration and vote of_____in favor, Ector County 4-H is hereby named as adjunct faculty member(s) of the Ector County Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the_____day of_____, 20_____and remain in effect until the _____ day of_____, 20_____.

2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Steven Paz	CEA – 4-H	B.S./M.S. Agriculture Economics	Texas Tech	1990/1991
Krista Elkins-Chin	CEA – Family & Community Health	B.S. Biology – Athletic Training	UTPB	2013
Brady Evans	CEA – Agriculture & Natural Resources	B.S./M.S. Agriculture	Texas A&M University Kingsville	2014
Sara Moran-Duran	CEA – Horticulture	B.S./M.S. Horticulture	New Mexico State University	2015

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Ector County Independent School District.

4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.

5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 6 or Josh W. Blanek County Extension Director.

6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct, or control the activities and/or participation of such County Extension Agent(s) who have been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Ector/Midland County Extension Agent(s), (See List) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Ector County Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this_____day of_____, 2025.

Ector County Independent School District

By: 1402

REQUEST FOR APPROVAL OF NEW TECH ODESSA SKILLSUSA STUDENT OUT-OF-STATE TRAVEL TO WASHINGTON, D.C.

The New Tech Odessa SkillsUSA student participant and teacher sponsor are requesting to travel to Washington D.C. on September 21-25, 2025. The purpose of the trip is to allow a qualified SkillsUSA student to attend the Washington Leadership Training Institute (WLTI).

The WLTI is a prestigious national conference designed to help SkillsUSA leaders develop essential leadership skills, practice advocacy, and engage in civic responsibility through hands-on learning and networking opportunities with peers from across the country.

The cost of the trip will cover all transportation, housing expenses, conference registration, activities, and the majority of meals.

We respectfully request approval to move forward with this opportunity.

Exhibit A—Request for Trip Approval

Date of request: August 21, 2025

Date/time of departure: September 20, 2025 @ 5:40 am (a.m.) or p.m. *(circle one)*

Date/time of return: September 24, 2025 @ 6:00 pm a.m. or (p.m.) *(circle one)*

Destination of trip: Washington, D.C.

Purpose of trip, i.e., event to be attended, instructional value of the trip:

* Please see attachment

Estimate of any permissible fees associated with the trip: $ 5, 154.71, with $ 4,118.00 from PBRA Donation

District employee sponsor and organization: Christina Acosta

Number of students participating: 1

Number of chaperones participating:

Name of Chaperone	Criminal History Check Requested *(circle one)*
	Yes No
	Yes No
	Yes No

Signature of District employee sponsor: ChristiniQAsta

For Office Use Only

School-sponsored trip:

☑ Approved

☐ Denied

Reason, if denied: _____

Chaperone approval or denial:

Name of Chaperone	**Criminal History Check Completed** ***(circle one)***	**Decision** ***(circle one)***
	Yes No	Approved Denied
	Yes No	Approved Denied
	Yes No	Approved Denied

Principal's Approval: Ryan Merritt 8/25/2025
(Signature) (Date)

Superintendent or
Designee Approval: _____
(Signature) (Date)

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)

Instructional Value of the Washington Leadership Training Institute

Purpose of Trip:
The purpose of this trip is for Culinary Arts student, Jaqueline Talamantez, to attend the **Washington Leadership Training Institute (WLTI)**, a national SkillsUSA leadership conference held in Washington, D.C. WLTI provides outstanding student leaders from across the country the opportunity to develop advanced leadership skills, strengthen civic engagement, and advocate for career and technical education at the national level.

Instructional Value:
Participation in WLTI aligns directly with the goals of Career & Technical Education by promoting leadership, professionalism, and career readiness. Students engage in hands-on workshops, team-building activities, and structured visits with elected officials, all designed to enhance communication, problem-solving, and advocacy skills. Attending WLTI will not only support Jaqueline's personal growth as a student leader but will also allow her to bring back valuable knowledge and experiences to share with her peers in our Culinary Arts and SkillsUSA programs.

REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL CHOIR STUDENT OUT-OF-STATE TRAVEL TO ORLANDO, FL

The Permian High School Choir program is requesting to travel out-of-state to Orlando, FL, from March 12-16, 2026. The purpose of the trip is to compete in the Musical Festival Disney Competition. The group will consist of approximately 50 students and chaperones. Preliminary cost projections are $2,400 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover the majority of transportation, activities, all housing expenses, and a majority of the meals. General liability and post-departure trip insurance are included. Participants have the option of purchasing additional coverage as desired.

STUDENT ACTIVITIES FMG TRAVEL (EXHIBIT)

Exhibit A—Request for Trip Approval

Date of request: June 16, 2025

Date/time of departure: a.m. or p.m. *(circle one)* Date/time of return: a.m. or p.m. *(circle one)* Destination of trip: Florida, Orlando - Festival Disney

Purpose of trip, i.e., event to be attended, instructional value of the trip: Music Festival Competition March 12-16, 2026

Estimate of any permissible fees associated with the trip: Ø

District employee sponsor and organization: Laurie G. Wash Choir

Number of students participating: 45

Number of chaperones participating: 5

Name of Chaperone	Criminal History Check Requested *(circle one)*
Laurie G. Wash	Yes Already Complete No
Mayra Gutierrez	Yes Already Complete No
Mark Crissinger	Yes Already Complete No

Signature of District employee sponsor:

Laurie G Wash

For Office Use Only

School-sponsored trip:

☐ Approved

☐ Denied

Reason, if denied:

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
Laurie G Wash	Yes No	Approved Denied
Mayra Gutierrez	Yes No	Approved Denied
Mark Crissinger	Yes No	Approved Denied

Principal's Approval: Delesa Stigler 6-16-25

(Signature) (Date)

Superintendent or Designee Approval:

(Signature) (Date)

Board Approval:

(Signature -Required for Out-of-State Travel) (Date)






FLORIDA

Permian High School Choir

Thursday, March 12th
- 3:45am Arrive at the Midland/Odessa Airport
- 5:20am Depart on Southwest flight #2244
- 6:35am Arrive Dallas
- Eat breakfast (on own)
- 9:25am Depart on Southwest flight #2388
- 12:40pm Arrive Tampa
- Meet your Green Light tour manager
- 1:10pm Board motorcoach
- Boxed lunch on the bus
- 3:00pm Enjoy *Disney's Magic Kingdom®*
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- 9:00am See Happily Ever After Firework Spectacular
- 10:30pm Board charter bus
- 11:15pm Check into Universal's Endless Summer Resort

Friday, March 13th
- Breakfast at the resort (voucher provided)
- Take Universal buses to the park
- Enjoy Universal Studios and Islands of Adventure (home to Harry Potter!)
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- Arrive back at the hotel

Saturday, March 14th
- Breakfast at the resort (voucher provided)
- 9:00am Board charter bus
- 10:00am Compete in Festival Disney
- Enjoy *Disney's Hollywood Studios®*
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- 8:00pm Festival Disney Awards Ceremony
- 9:30pm Board bus
- 10:15pm Arrive back at the hotel

Sunday, March 15th
- Breakfast at the resort (voucher provided)
- Take Universal buses to the park
- Enjoy Universal's newest park, Epic Universe
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- Arrive back at the hotel

Monday, March 16th
- Breakfast at the resort (voucher provided)
- 10:00am Pack and load motorcoach
- 10:45am Lunch and shopping at Disney Springs
- 4:00pm Depart for the airport on charter buses
- Dinner in the airport
- 8:25pm Depart on Southwest flight #3217
- 9:55pm Arrive Dallas
- 10:45pm Depart on Southwest flight #719
- 12:20am Arrive back at the Midland/Odessa Airport

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FLORIDA

Ground Package Includes

- Round trip flight (does not include luggage fees)
- Motorcoach transfers to and from the airport and Disney
- Access to Universal's complimentary transportation to/from the parks
- Dedicated tour manager
- Four nights lodging on Universal property
- Universal two-day three-park ticket
- Two-day Disney basic pass
- Festival Disney
- Breakfast daily at the resort (4)
- Boxed lunch
- Four ©Disney dining cards ($25 each)
- Three ©Universal dining cards ($25 each)
- Lunch at Disney Springs
- Dinner at the airport
- Two million dollar liability insurance policy
- Name badge with emergency phone numbers and mini itinerary
- Nighttime hotel security guard
- Standard trip delay protection
- Three complimentary director's packages at single occupancy
- Online registration and billing

Minimum number of paying travelers:	40	45	50	55	60
Six per room	$2,492	$2,428	$2,378	$2,447	$2,403
Five per room	$2,526	$2,463	$2,412	$2,481	$2,437
Four per room	$2,578	$2,514	$2,463	$2,533	$2,489
Three per room	$2,664	$2,600	$2,549	$2,618	$2,575
Two per room	$2,836	$2,772	$2,721	$2,790	$2,746
Private room	$3,216	$3,152	$3,101	$3,170	$3,127

Does Not Include

- Transportation between school and the airport
- Lunch on the first day
- Checked baggage fees
- Disney Lightening Lane
- Equipment rentals if needed

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REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL ORCHESTRA STUDENT OUT-OF-STATE TRAVEL TO ORLANDO, FL

The Permian High School Orchestra program is requesting to travel out-of-state to Orlando, FL, from May 26-30, 2026. The purpose of the trip is to participate in a Disney Performing Arts Soundtrack session. This program gives student ensembles the chance to record a Disney film scene in a professional studio, learning the process of music synchronization and film scoring firsthand. The group will consist of approximately 50 students and chaperones. Preliminary cost projections are $2,500 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover the majority of transportation, activities, all housing expenses, and a majority of the meals. General liability and post-departure trip insurance are included. Participants have the option of purchasing additional coverage as desired.

Exhibit A—Request for Trip Approval

Date of request: 8/19/2025

Date/time of departure: May 26, 2026, 5:56 (a.m.) or p.m. *(circle one)*

Date/time of return: May 30, 2026, 10:56 a.m. or (p.m.) *(circle one)*

Destination of trip: Orlando, FL

Purpose of trip, i.e., event to be attended, instructional value of the trip:

Participate in Disney Soundtrack sessions instrumental Workshop, to Record & leave with a clip that has students' music in background

Estimate of any permissible fees associated with the trip: #2,500

District employee sponsor and organization: Rachel Gonzales, Permian Orchestra

Number of students participating: est. 45

Number of chaperones participating: 5 (est.

Name of Chaperone	Criminal History Check Requested *(circle one)*
	Yes No
	Yes No
	Yes No

Signature of District employee sponsor: Rachel Gonzales (41642)

For Office Use Only

School-sponsored trip:

☑ Approved

☐ Denied

Reason, if denied: _____

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
	Yes No	Approved Denied
	Yes No	Approved Denied
	Yes No	Approved Denied

Principal's Approval: Delesa Styles 8-19-25
(Signature) (Date)

Superintendent or
Designee Approval: _____
(Signature) (Date)

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)






FLORIDA

Permian High School Orchestra

Tuesday, May 26th

- 5:56am Arrive at the Midland/Odessa Airport
- Pack/purchase lunch (on own)

Group One- 23 seats

- 7:56am Depart on American flight #3343
- 9:19am Arrive Dallas

Group Two- 30 seats

- 10:16am Depart on American flight #3643
- 11:39am Arrive Dallas

Both groups

- 12:19pm Depart on American flight #2767
- 4:00pm Arrive in Tampa, FL!
- Meet your Green Light tour manager
- 4:30pm Board motorcoach
- 6:30pm Enjoy *Disney's Hollywood Studios®*
- Dinner within the park (dining card provided)
- See *Fantasmic™* light, fire and water show
- 10:00pm Load buses
- 10:45pm Check into the Endless Summer hotel at Universal

Wednesday, May 27th

- 9:00am Breakfast at the hotel
- 10:00am Take Universal buses to the park
- Enjoy Universal Studios and Islands of Adventure
- Lunch within the park (cash back)
- 7:30pm Dinner at Hard Rock Cafe
- 9:00pm Take Universal buses back to the hotel

Thursday, May 28th

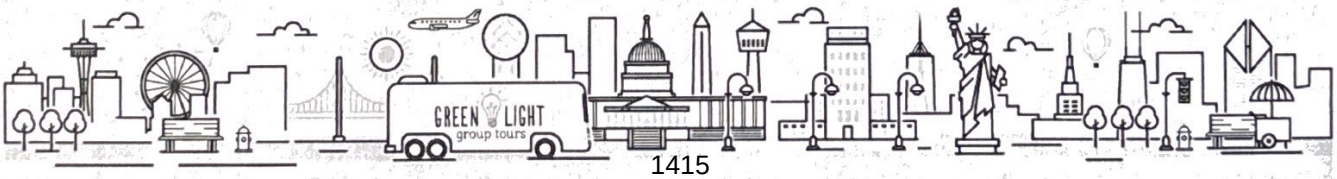
- Breakfast at the hotel
- 8:00am Load motor coach
- 9:00am Participate in a Disney Performing Arts Soundtrack Session Instrumental Workshop
- 12:00pm Enjoy *Disney's Magic Kingdom®*
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- See Happily Ever After Firework Spectacular
- 10:30pm Load bus
- 11:15pm Arrive back at hotel

Friday, May 29th

- Breakfast at the hotel
- 10:00am Take Universal buses to the park
- Enjoy Universal's Epic Universe
- Lunch within the park (cash back)
- Dinner within the park (cash back)
- 9:00pm Take Universal buses back to the hotel

Saturday, May 30th

- Breakfast at the hotel
- 8:30am Pack and load motor coach
- 9:00am Enjoy a second day at Universal Studios and Islands of Adventure
- Lunch within the park (cash back)
- 2:00pm Load bus for the Tampa Airport
- Dinner in the airport
- 6:13pm Depart on American flight #2813








FLORIDA

- 8:00pm Arrive Dallas

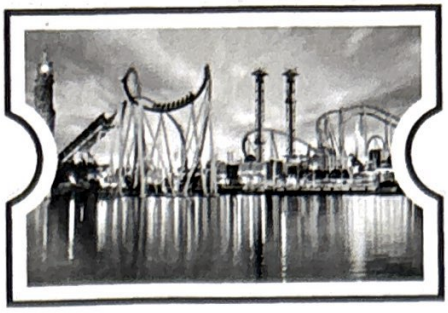
Group two

- 8:40pm Depart on American flight #3541
- 9:56pm Arrive at the Midland/Odessa Airport

Group one

- 9:45pm Depart on American flight #4116
- 10:56pm Arrive at the Midland/Odessa Airport






FLORIDA

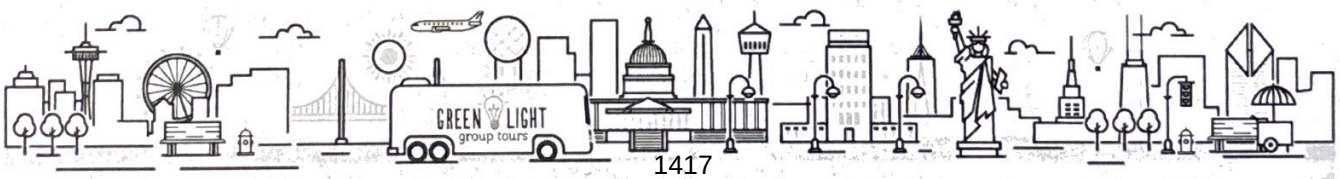
Ground package Includes

- Round trip flight
- $80 checked bag fee
- Motorcoach transfers in Orlando on the airport days and workshop day
- Access to Universal's complimentary buses
- Dedicated tour manager
- Four nights lodging
- Two-day Disney basic pass
- Three-day Universal three-park ticket
- Disney Performing Arts Workshop (students only)
- Breakfast daily at the hotel (4)
- Three *©Disney* dining cards ($25 each)
- Four Universal meals ($25 cash back each)
- Dinner at Hard Rock Cafe
- Dinner at the airport
- Two million dollar liability insurance policy
- Name badge with emergency phone numbers and mini itinerary
- Nighttime hotel security guard
- Standard trip delay protection
- Three complimentary director's packages; two at double occupancy and one at single occupancy
- Online registration and billing
- $1,000 instrument rental budget

Minimum number of paying travelers:	35	40	45	50
Six per room	$2,616	$2,533	**$2,469**	$2,417
Five per room	$2,646	$2,563	**$2,499**	$2,447
Four per room	$2,690	$2,608	**$2,543**	$2,492
Three per room	$2,765	$2,682	**$2,618**	$2,567
Two per room	$2,914	$2,832	**$2,767**	$2,716
Private room	$3,362	$3,279	**$3,215**	$3,164

Does Not Include

- Lunch on the first day
- Transportation to/from the Midland/Odessa Airport
- Excess checked bag fees



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REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – CHILDREN WITH DISABILITIES

The purpose of this Memorandum of Understanding is to define the framework and provide guidance for effective collaboration of services to benefit young children from the ages of three to five years of age with disabilities and their families.

This agreement will be in effect from September 2025 to May 2026 and will be reviewed on an annual basis.

Greater Opportunities of The Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND GOPB, Inc. HEAD START/EHS SCHOOL READINESS ACADEMY
THIS AGREEMENT WILL BE IN EFFECT FROM SEPTEMBER 2025 AND REVIEWED ON MAY 2026.

Parties to the Agreement

This Agreement is between Ector County Independent School District and GOPB, Inc. Head Start/EHS School Readiness Academy. GOPB, Inc. Head Start/EHS School Readiness Academy and Ector County ISD agree to develop collaboration and cooperation with one another to maximize benefits of services to children with disabilities and their families through utilization of consultation and ongoing process of new ways to share resources, eliminate duplication and barriers. This Agreement documents the plans for shared working procedure.

Purpose of Agreement

A. The intent of this Agreement is to define the framework and provide guidance for effective collaboration of services to benefit young children with disabilities and their families. It is the commitment of these agencies to work together to assure coordination and continuum of services to children with disabilities from the ages of three to five years. All services will be provided in compliance with Federal mandates.

B. To improve availability and the quality of services for Ector County children age three through age five, and their families.

C. To promote further collaboration of services in a shared plan to efficiently identify, evaluate, and assist children and families with disabilities.

D. To define the roles and responsibilities of the named parties toward coordination and greater collaboration.

E. To ensure that all services are provided in accordance with the Federal mandates.

RECRUITMENT AND IDENTIFICATION

Objective: Identify potential children with disabilities to assure early intervention.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Recruit, enroll and serve eligible children ages 3-5 years.
- Provide 10% enrollment opportunities for children with disabilities.
- Provide the community and community agencies with information (flyers, brochures) describing the program.
- Actively recruit via public displays and presentations at community functions and seek referrals from the community and its agencies serving families and children with disabilities.

Ector County ISD Responsibilities

- Identify potential children with disabilities ages 3 to 5 in compliance with the Individuals with Disabilities Education Act (IDEA).
- Provide information to parents of children with disabilities regarding specific services for their children and family.
- Provide referrals to GOPB Head Start for children with suspected or verified disabilities.

SCREENING AND REFERRAL

Objective: Provide all children with comprehensive screenings in all areas of functioning to determine if further assessment is warranted.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures.
- Provide screening of all enrolled children addressing visual/motor; body awareness; hearing and dental, by use of Health, (ASQ 3, ASQ-SE, Articulation Screener, and TS Gold Checkpoint).

- Share with parent/guardian the screening information and screening results.

- Based on the Head Start Speech and Language Screening instrument, Head Start will consult with ECISD SLP to provide further guidance on either classroom strategies to be implemented by the teacher for 4-6 weeks until re-screening takes place or need for a Special Education referral.

- Notify the parents of any screenings that suggest a need for further re-screening.

- Make referrals to Ector County ISD in a timely manner to comply with Child find.

Ector County ISD Responsibilities:

- Review all screening information when receiving referrals from Head Start.

- Collaborate and provide guidance regarding failed screenings by consulting with Head Start Disabilities/Mental Health Manager on classroom strategies and/or initiating the referral process when appropriate.

EVALUATION

GOPB, Inc Head Start/EHS School Readiness Academy Responsibilities:

- Ensure that follow-through of referral packet is completed and submitted to the Ector County ISD Special Education Department.

- Participate in the evaluation process by providing supporting information from home visit, teacher information and teacher observation reports.

Ector County ISD Responsibilities:

- Once the referral from Head Start has been received, ECISD evaluation staff will provide notification to the parent of refusal to evaluate or proposal to evaluate with an opportunity to sign the consent.

- Notify Head Start staff on the status and outcome of the evaluation and results of testing and assessments provided by Ector County ISD within 45 days

- Ensure that the evaluation personnel prepare a written report of the results of the evaluation and verifies that the child's disability meets all the requirements of the Individuals with Disabilities Education Act. (IDEA).

INDIVIDUAL EDUCATION PLAN

Objective: Determine the most appropriate Individual Education Program (IEP).

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Participate in the IEP process for children enrolled in the Head Start Program.
- Implement IEP goals and objectives into the Head Start Lesson Plan.
- Disabilities/Mental Health Manager will communicate with parents and appropriate Head Start staff regarding ARD meeting dates and participation.
- All IEP's are kept confidential and locked.

Ector County ISD Responsibilities:

- Facilitate the development and review of IEP.
- Notify Disabilities Manager of ARD meeting for each enrolled child with verified disabilities.
- Provide a copy of the IEP and evaluation report to Head Start staff.
- ARD committee will meet at least once a year to review the child's IEP.
- Provide services according to date on IEP.

SERVICES

Objective: Provide appropriate services in the least restrictive environment.

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Assure that teaching staff have appropriate training.
- Access and share resources of other community agencies for children with disabilities as determined in the IEP.
- Accommodations will be made at each Head Start site for virtual therapy when needed.

Ector County ISD Responsibilities:

- Provide special education and related services based on the IEP in the least restrictive environment.

- Provide services as outlined in the Individuals with Disabilities Education Act (IDEA).

- Therapy services will be provided through in person or virtual therapy.

TRANSITION

Objective: Ensure a system exists between GOPB, Inc. Head Start School Readiness Academy and Ector County ISD to transfer information about children who will transition from Head Start to Ector County ISD.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Arrange meeting between Head Start staff and Ector County ISD staff.

- The Disabilities/Mental Health Manager will notify the public school of child's planned enrollment prior to date of enrollment so that services will continue as soon as possible.

- Transfer transition packets with any pertinent records that would facilitate the transition.

Ector County ISD Responsibilities:

- Collaborate with the Head Start staff for a transition into public school.

- Provide transition information to parents and Head Start staff at the annual ARD meeting prior to enrollment in the kindergarten program.

TRAINING AND RESOURCE

Objective: Ensure maximum benefits for services to children and families are reached through utilization of existing resources and training.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Invite Ector County ISD staff to participate in agency in-service training when applicable.

- Share resources and equipment as need arises as documented in the IEP.

- Invite Ector County ISD for visits to Head Start Program Sites.

Ector County ISD Responsibilities:

- Invite Head Start staff to participate in Ector County ISD in-service training when applicable.

- Share resources and equipment as need arises as documented in the IEP.

- Invite Head Start staff to visit future kindergarten sites.

CONFIDENTIALITY

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release of information, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, mainlined, and used by the public agencies. It is the intent of this Agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Both agencies will adhere to the Family Educational Rights and Privacy Act (FERPA) and will ensure that agency policies and procedures are followed to safeguard the confidentiality of parents and children. In addition, both agencies will obtain written consent from parents before releasing any information.

TERMS OF AGREEMENT

The Agreement will become effective immediately after being signed and dated by all parties. By signing the Agreement each agency agrees to the terms.

_____
SUPERINTENDENT
Ector County ISD Date

_____
SPECIAL EDUCATION DIRECTOR
Ector County ISD Date

_____
EXECUTIVE DIRECTOR Date
GOPB, Inc. Head Start/EHS School
Readiness Academy

_____
DISABILITY/ MENTAL HEALTH MANAGER
GOPB, Inc. Head Start/EHS School
Readiness Academy

PROGRAM CONTACTS

GOPB, Inc. Head Start/EHS School Readiness Academy
Executive Head Start Director:

Mrs. Catriva Webbs
206 W. 5th
Odessa, Texas 79760
(432)337-1352

Contact Person:
Ms. Melba Dominguez
Disabilities/Mental Health Manager
(432)337-1352 Ext 219

Ector County ISD
Executive Director Special Education:

Mark Gabrylczyk
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719

Head Start Center contacts:

Arbor Terrace Head Start School Readiness Academy
Mrs. Melissa Aleman, Site Manager
432-335-0539

Booth Head Start School Readiness Academy
Mrs. Teresa Serna, Site Manager
432-381-0108

Chaffin Head Start School Readiness Academy
Ms. Cynthia Calhoun, Site Manager
432-337-4414

Hollingsworth Head Start School Readiness Academy
Mrs. Glenda Smith, Site Manager
432-332-9021

Whitiker Head Start School Readiness Academy
Mrs. Tonya Pyles, Site Manager
432-335-9335

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – PARENT POWER PROGRAM

The purpose of this Memorandum of Understanding is to provide education, support, and resources for teen fathers and mothers through the Parent Power program, equipping them with the skills and confidence to nurture their children and take responsibility for their futures.

This agreement will be in effect from September 2025 to May 2026 and will be reviewed on an annual basis.

GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC.
HEAD START/EARLY HEAD START
SCHOOL READINESS ACADEMY
P.O. BOX 3922
ODESSA, TEXAS 79760
432-337-1352

HEAD START/ EARLY HEAD START

COMMUNITY PARTNERSHIP AGREEMENT

BETWEEN GOPB, INC., HEAD START SCHOOL READINESS ACADEMY, AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Head Start Revised Performance Standards 1034.41 (a)(2)(vii)- Community Partnerships

We believe (l) a child benefits most from a comprehensive, interdisciplinary program designed to meet the needs of the whole child, and (2) the child's entire family, and the community must be involved in meeting these needs if the program is to have a lasting impact upon the child's total development.

This letter is to confirm the Partnership between G.O.P.B., Inc., Head Start School Readiness Academy, and the Ector County Independent School District to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them. As addressed in our Community Assessment, teen pregnancy is a growing concern in our communities, and by forming this partnership, we can assist young parents in obtaining some of the necessary skills to become involved, nurturing parents of their children.

The 5-week curriculum-based workshop, "Parent Power," will be formatted into a 2-month program designed to provide support, guidance, and resources for young men and women facing the challenges of being young parents. This 2-month program is designed for fathers and mothers in the ISDs and the communities. The goal of the program is to help fathers and mothers acquire the skills and confidence necessary to take responsibility for their futures, with an emphasis on fostering strong, nurturing relationships with their children and families. The goal of the facilitator is to provide sessions/classes, information, skills, and support, and encourage fathers and mothers to join the Parent Power program as part of the ECISD's Teen Fatherhood Initiative. The Parent Power program provides meals, childcare, workbooks, and a graduation recognition ceremony for those who complete the program.

The facilitator will present the 5-session program on campus at the Hollingsworth Early Head Start/Head Campus located at 900 S. Grant on Tuesday evenings from 5:30 – 7:30 pm. The Foundations of Fatherhood curriculum used in the program will cover the following topics:

Fatherhood Self-Assessment My Anger — Friend or Foe

My Child's Life - Part II	Dealing with Guilt & Shame: My Child's Life Part I
Traditions, Culture & Identity	Improving Communication and Healthy
Fatherhood, the Next Level	Relationships
Character of a Man:	Developing Your Support System
Influence of Character	

The Graduation/Recognition Ceremony for all the Parent Power Program graduates takes place at the last session of the year.

Both parties involved will review and renew this partnership yearly.



Executive Director
GOPB INC.

Date: 8/18/25

ECISD Representative

Date: _____

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY - TRANSITION

The purpose of this Memorandum of Understanding is to establish a partnership to ensure a smooth transition between the Head Start setting and the public school setting.

This agreement will be in effect from September 2025 to May 2026 and will be reviewed on an annual basis.

Greater Opportunities of the Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING BETWEEN

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND
GOPB, INC. HEAD START SCHOOL READINESS ACADEMY

This agreement is between Ector County Independent School District and the Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy. This agreement will be in effect from September 2025 to May 2026 and will be reviewed on an annual basis.

I. **PURPOSE OF INTERAGENCY AGREEMENT:**

The purpose of this agreement is to establish a partnership between Ector County Independent School District and GOPB, Inc. Head Start School Readiness Academy regarding children transitioning from GOPB to the public school.

It is the intent of this agreement to:

A. Define services to be provided by each agency.
B. To ensure a smooth transition between the Head Start setting and the public school setting.
C. Ensure that each agency assumes the responsibilities and by doing so, ensure available resources are utilized in the most effective manner.
D. Ensure that the cooperative arrangements between Ector County ISD and Head Start are developed, implemented and reviewed at least annually.

II. ITEMS OF COLLABORATION:

Ector County Independent School District will:

A. Provide necessary information to enhance a smooth transition.
B. Participate in the transition activities.
C. Abide by the confidentiality rules of the state and federal government.

GOPB, Inc. Head Start School Readiness Academy will:

A. Follow procedures for transferring student records to Ector County Independent School District procedures are as follows:

1. Parent signs consent form.
2. Forms and letters are completed and placed in folder.
3. Teachers prepare student's folders; the parent takes it to the next school setting.

B. Abide by the confidentiality rules of the state and federal government.

Ill. TRANSITION ACTIVITIES:

Ector County Independent School District will:

A. Provide parents the opportunity to attend trainings and speakers.
B. Invite parents and children to local schools and introduce children to the teachers.

GOPB, Inc. Head Start School Readiness Academy will:

A. Prepare children and their parents for transitioning into public school system.
B. Schedule a transition training for Head Start parents.
C. Invite personnel of the Ector County Independent School District to visit Head Start Sites.

This Memorandum of Understanding will be reviewed on an annually basis or as needed.

_____

Greater Opportunities of the Permian Basin, Inc.
Head Start School Readiness Academy
Mrs. Catriva Webbs, Executive Director

_____

Ector County Independent School District
Dr. Keeley Boyer, Ector County ISD Superintendent

REAPPROVAL OF TEXAS EDUCATION AGENCY (TEA) ALTERNATE APPROVER FOR SUPERINTENDENT, TO DOCUMENT NAME OF ALTERNATE APPROVER IN MINUTES

This item is being brought back from the June 17, 2025 Regular Board Meeting Consent Agenda for reapproval in order to formally record the name of the alternate approver for submission to the Texas Education Agency (TEA) and documentation in the official meeting minutes, as required by TEA.

TEA allows and encourages the Superintendent of large school districts to request that a designee be set up to approve all district access to TEA confidential and non-confidential data.

We request that the Board authorize Samantha Sotelo, Director of Information Systems, to act in the Superintendent's stead in the following capacity:

- act as the Superintendent's Primary Request Submitter Designee for approving staff requests (also referred to as "submitting requests to TEA") for access to all TEA web applications accessed through the Texas Education Agency Secure Environment (TEA SE).
- act as the Superintendent's Alternate Approver for approving staff requests for access to all TEA web applications accessed through the Texas Education Agency Login (TEAL).

This authorization is valid for the 2025-26 school year.

INFORMATION ITEMS

- Financials
- Purchases Over $50,000 Informational Report
- Routine Personnel Report



FINANCIALS

The financial statements for the three required adopted budgets for the most recently closed month for the current fiscal year follow.

ECTOR COUNTY ISD, TX

GENERAL FUND (199) YTD BUDGET REPORT

JULY 31, 2025

FOR 2026 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-369,185,000	0	-369,185,000	-2,233,339.86	.00	-366,951,660.14	.6%
11 INSTRUCTION	211,629,923	0	211,629,923	2,048,912.69	7,280,207.26	202,300,803.05	4.4%
12 INSTRUCTIONAL RES & MEDIA SERV	2,020,954	0	2,020,954	48,911.47	131.07	1,971,911.46	2.4%
13 CURRICULUM & STAFF DEVELOPMENT	9,347,135	0	9,347,135	403,379.28	328,902.87	8,614,852.85	7.8%
21 INSTRUCTIONAL LEADERSHIP	5,662,506	0	5,662,506	391,484.05	79,844.18	5,191,177.77	8.3%
23 SCHOOL LEADERSHIP	21,728,046	0	21,728,046	1,682,387.14	183,171.76	19,862,487.10	8.6%
31 GUID, COUNS & EVALUATION SERVS	17,546,309	0	17,546,309	374,154.77	1,159,849.46	16,012,304.77	8.7%
32 SOCIAL WORK SERVICES	1,732,378	0	1,732,378	87,746.72	57,905.54	1,586,725.74	8.4%
33 HEALTH SERVICES	3,257,259	0	3,257,259	44,732.46	28,743.61	3,183,782.93	2.3%
34 STUDENT TRANSPORTATION	11,909,952	0	11,909,952	373,543.65	844,347.34	10,692,061.01	10.2%
36 CO/EXTRACURRICULAR ACTIVITIES	8,113,940	0	8,113,940	446,574.13	449,503.77	7,217,862.10	11.0%
41 GENERAL ADMINISTRATION	9,310,815	0	9,310,815	739,123.69	1,456,586.38	7,115,104.93	23.6%
51 FACILITIES MAINT & OPERATIONS	39,715,583	0	39,715,583	1,530,820.51	9,951,166.56	28,233,595.93	28.9%
52 SECURITY & MONITORING SERVICES	6,640,841	0	6,640,841	536,043.26	454,411.88	5,650,385.86	14.9%
53 DATA PROCESSING SERVICES	14,904,098	0	14,904,098	929,608.90	1,118,748.68	12,855,740.42	13.7%
61 COMMUNITY SERVICES	1,500,512	0	1,500,512	99,773.23	25,154.77	1,375,584.00	8.3%
71 DEBT SERVICE	1,359,000	0	1,359,000	.00	442,509.00	916,491.00	32.6%
81 FACILITIES ACQUISITION & CONST	4,431,749	0	4,431,749	985.19	1,431,749.00	2,999,014.81	32.3%
99 INTERGOVERNMENTAL CHARGES	2,374,000	0	2,374,000	.00	2,374,000.00	.00	100.0%
TOTAL GENERAL FUND	4,000,000	0	4,000,000	7,504,841.28	27,666,933.13	-31,171,774.41	879.3%
TOTAL REVENUES	-369,710,000	0	-369,710,000	-2,233,339.86	.00	-367,476,660.14	
TOTAL EXPENSES	373,710,000	0	373,710,000	9,738,181.14	27,666,933.13	336,304,885.73	
GRAND TOTAL	4,000,000	0	4,000,000	7,504,841.28	27,666,933.13	-31,171,774.41	879.3%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY ISD, TX

SCHOOL NUTRITION (240) YTD BUDGET REPORT

JULY 31, 2025

FOR 2026 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-21,827,628	0	-21,827,628	-104,460.28	.00	-21,723,167.72	.5%
35 FOOD SERVICE	21,827,628	0	21,827,628	329,461.63	5,995,078.66	15,503,087.71	29.0%
TOTAL SCHOOL NUTRITION	0	0	0	225,001.35	5,995,078.66	-6,220,080.01	100.0%
TOTAL REVENUES	-21,827,628	0	-21,827,628	-104,460.28	.00	-21,723,167.72	
TOTAL EXPENSES	21,827,628	0	21,827,628	329,461.63	5,995,078.66	15,503,087.71	
GRAND TOTAL	0	0	0	225,001.35	5,995,078.66	-6,220,080.01	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY ISD, TX

DEBT SERVICE (599) YTD BUDGET REPORT

JULY 31, 2025

FOR 2026 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-48,949,768	0	-48,949,768	-344,551.64	.00	-48,605,216.36	.7%
71 DEBT SERVICE	48,949,768	0	48,949,768	.00	37,945,998.00	11,003,770.00	77.5%
TOTAL DEBT SERVICE FUND	0	0	0	-344,551.64	37,945,998.00	-37,601,446.36	100.0%
TOTAL REVENUES	-48,949,768	0	-48,949,768	-344,551.64	.00	-48,605,216.36	
TOTAL EXPENSES	48,949,768	0	48,949,768	.00	37,945,998.00	11,003,770.00	
GRAND TOTAL	0	0	0	-344,551.64	37,945,998.00	-37,601,446.36	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2025 THRU JULY 31, 2025

YEAR CURRENT TAX		OUTSTANDING COLLECTIBLE AS OF 2023 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
	2025	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	#DIV/0!
DELINQUENT TAX									
	2024	8,242,135.49	(85,139.40)	8,156,996.09	0.00	437,435.11	7,719,560.98	93.66%	94.64%
	2023	5,019,503.28	(35,256.31)	4,984,246.97	0.00	33,447.12	4,950,799.85	98.63%	99.33%
	2022	2,963,529.38	(185.43)	2,963,343.95	0.00	58,564.65	2,904,779.30	98.02%	98.02%
	2021	1,442,117.19	0.00	1,442,117.19	0.00	29,638.81	1,412,478.38	97.94%	97.94%
	2020	1,221,396.36	0.00	1,221,396.36	0.00	13,007.36	1,208,389.00	98.94%	98.94%
	2019	1,121,715.58	0.00	1,121,715.58	0.00	6,626.67	1,115,088.91	99.41%	99.41%
	2018	875,222.82	0.00	875,222.82	0.00	4,806.53	870,416.29	99.45%	99.45%
	2017	732,140.59	0.00	732,140.59	0.00	1,652.03	730,488.56	99.77%	99.77%
	2016	824,657.40	0.00	824,657.40	0.00	1,919.96	822,737.44	99.77%	99.77%
	2015	751,527.37	0.00	751,527.37	0.00	1,272.06	750,255.31	99.83%	99.83%
	2014	759,386.71	0.00	759,386.71	0.00	1,026.24	758,360.47	99.86%	99.86%
	2013+	3,262,249.99	0.00	3,262,249.99	0.00	1,328.72	3,260,921.27	99.96%	99.96%
TOTAL DELINQUENT TAX		27,215,582.16	(120,581.14)	27,095,001.02	0.00	590,725.26	26,504,275.76	97.39%	97.82%
CED # 24 SII TAXES		45,800.47	0.00	45,800.47	0.00	0.00	45,800.47	100.00%	100.00%
TOTAL ALL TAXES		27,261,382.63	(120,581.14)	27,140,801.49	0.00	590,725.26	26,550,076.23		

PENALTY / INTEREST / DISCOUNT			YEAR TO DATE
	CURRENT P & I	0.00	0.00	0.00
	DISCOUNTS	0.00	0.00	0.00
	DELINQUENT YEAR P & I	0.00	173,970.89	173,970.89
TOTAL PENALTY / INTEREST / DISCOUNT		0.00	173,970.89	173,970.89

OTHER COLLECTIONS				
	TAXES W/O COLLECTED	0.00	0.00	0.00
	TAX CERTIFICATES	0.00	206.97	206.97
	LATE RENDITION FEES	0.00	2,874.13	2,874.13
	RETURN CHECK COLLECTIONS	0.00	0.00	0.00
	OTHER COSTS COLLECTED	0.00	0.00	0.00
	SUSPENSE PAYMENTS	0.00	0.00	0.00
	REFUNDS	0.00	0.00	0.00
	CASH OVER / (SHORT)	0.00	0.00	0.00
TOTAL OTHER		0.00	3,081.10	3,081.10
TOTAL SCHOOL		0.00	767,777.25	767,777.25

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	442,512.29	132,629.69	148,212.97	44,422.30	767,777.25

PURCHASES OVER $50,000 INFORMATIONAL REPORT

The purchases over $50,000 for the previous month of the current fiscal year follow. The report includes all such large purchases, regardless of required previous board approval.

As per Board Policy CH (local), the Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost:

1. A purchase made pursuant to a Board-approved interlocal contract or a cooperative purchasing program, in accordance with law;
2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL) or CBB(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract.

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
1	08/11/2025	26002059	ALLEN TEINERT CONSTRUCTION	$ 7,272,229	ROOF REPLACEMENT PROJECTS: BURLESON, FLY, TRAVIS, ZAVALA	ECISD AWARDED RFQ 24-26-2	693-81-6629-00-123-99-65224 693-81-6629-00-122-99-65224 693-81-6629-00-136-99-65224 693-81-6629-00-126-99-65224	BETHANY IBARRA	DISTRICT OPERATIONS
2	08/28/2025	26002961	PARKHILL, SMITH & COOPER, INC.	$ 4,524,118	REPLACING PO 25006867 OVERSIGHT OF P1 & P2 ROOFING PROJECTS	ECISD AWARDED RFQ 24-13	693-81-6299-00-955-99-65024	BETHANY IBARRA	DISTRICT OPERATIONS
3	08/29/2025	26003033	HENTHORN COMMERCIAL CONSTRUCTION LLC	$ 1,975,000	REPLACING PO 25012451 CONSTRUCTION FOR AUSTIN CAFETERIA	ECISD AWARDED RFP 25-24	475-81-6629-00-102-99-47525	BETHANY IBARRA	DISTRICT OPERATIONS
4	08/29/2025	26003009	PARKHILL, SMITH & COOPER, INC.	$ 1,396,045	REPLACING PO 25002805 Construction Services related to New Transportation Center.	ECISD AWARDED RFQ 24-13	693-81-6629-00-986-99-63124	BETHANY IBARRA	DISTRICT OPERATIONS
5	08/04/2025	26001746	ELUMA LLC	$ 990,020	RS/SPED/ELUMA/SPEECH SERVICES CONTRACT FOR CONSULTANT SERVICES FOR ELUMA TO PROVIDE SPEECH SERVICES AND EVALUATIONS FOR ECISD CAMPUSES FOR SCHOOL YEAR 2025-2026. 375 - SPEECH LANGUAGE: IEP RELATED SERVICE: PER ST MODEL 5 - SPEECH LANGUAGE BILINGUAL EVALUATION: FLAT FEE 5 - SPEECH LANGUAGE EVALUATION: FLAT FEE	ECISD AWARDED RFQ 22-31	199-31-6219-00-871-23- 199-11-6219-00-871-23-	ROMI SCOWN	SPECIAL EDUCATION
6	08/25/2025	26002632	VERUSRX LLC	$ 800,000	DRUGS AND PHARMACEUTICALS Verus International pharmacy	INTERLOCAL REGION 12 ESC	772-41-6499-08-978-99-	YOLANDA GORDON	BENEFITS/RISK MANAGEMENT
7	08/06/2025	26001895	ARTHUR J. GALLAGHER RISK MANAGEMENT SERVICES, INC.	$ 725,937	CTE - OWNER-CONTROLLED INSURANCE PROGRAM (OCIP) THAT COVERS CONSTRUCTION PROJECT'S LIABILITIES	PIGGYBACK MIDLAND ISD RFQ 24-26	693-81-6426-00-017-99-10024	BETHANY IBARRA	DISTRICT OPERATIONS
8	08/28/2025	26002975	GATEWAY EDUCATION HOLDINGS LLC	$ 636,718	MIDDLE SCHOOL SOCIAL STUDIES RESOURCES 2,291 - MIDDLE GRADES AMERICAN HISTORY 2016 TEXAS STUDENT EDITION HARDCOVER GRADE 8 2,270 - TEXAS HISTORY 2016 TEXAS STUDENT EDITION GRADE 7 2,516 - MIDDLE GRADES SOCIAL STUDIES GEOGRAPHY 2016 TEXAS STUDENT EDITION GRADE 6	ALLIED STATES 24-7474	410-11-6321-00-999-11-41026	WESLEY HIGH	INSTRUCTIONAL MATERIALS
9	08/21/2025	26002525	CURRICULUM ASSOCIATES LLC	$ 558,518	KINDER-8TH RLA I-READY, TOOL BOX	BUYBOARD 748-24	199-11-6248-00-851-24-	ELSA ENRIQUEZ	CURRICULUM & INSTRUCTION

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
10	08/12/2025	26002079	CDW-G	$ 423,110	MICROSOFT RENEWAL 25-26 3,700 - Microsoft 365 A3 3,700 - Microsoft 365 A5 Security 80 - Skype for Business PSTN Conferencing 21 - Microsoft Windows Azure 128 - Microsoft Core Infrastructure Server Suite Datacenter 6,000 - Microsoft Office 365 ProPlus Add on 1 - Power BI Pro 2 - Microsoft Office Project Professional 2 - Microsoft Project Online Professional 16 - Microsoft SQL Server Enterprise Core Edition 14 - Microsoft Visio Pro for Office 365 81 - Microsoft Windows Server Standard Edition 50 - MS EES M365 COPILOT EDU 30 - Power BI Premium USL	SOURCEWELL 121923-ECTOR COUNTY ISD (121923)	199-53-6248-38-864-99-	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
11	08/28/2025	26002980	TERRACON CONSULTANTS INC	$ 420,000	REPLACING PO 25008730 MATERIALS TESTING FOR NEW CTE CENTER	ECISD AWARDED RFQ 24-27	693-81-6629-00-017-99-10024	BETHANY IBARRA	DISTRICT OPERATIONS
12	08/28/2025	26002976	GATEWAY EDUCATION HOLDINGS LLC	$ 393,927	ELEMENTARY SOCIAL STUDIES RESOURCES 2,535 - ELEMENTARY SOCIAL STUDIES 2016 TEXAS GRADE K 2,665 - ELEMENTARY SOCIAL STUDIES 2016 TEXAS GRADE 1 2,605 - ELEMENTARY SOCIAL STUDIES 2016 TEXAS GRADE 2 2,825 - ELEMENTARY SOCIAL STUDIES 2016 TEXAS GRADE 3 1,155 - ELEMENTARY SOCIAL STUDIES 2016 TEXAS GRADE 4 785 - ELEMENTARY SOCIAL STUDIES 2016 SPANISH TEXAS GRADE 1 900 - ELEMENTARY SOCIAL STUDIES 2016 SPANISH TEXAS GRADE 2 775 - ELEMENTARY SOCIAL STUDIES 2016 SPANISH TEXAS GRADE 3 771 - ELEMENTARY SOCIAL STUDIES 2016 SPANISH TEXAS GRADE 4 310 - ELEMENTARY SOCIAL STUDIES 2016 SPANISH TEXAS GRADE 5 795 - ELEMENTARY SOCIAL STUDIES 2016 SPANISH TEXAS GRADE K	ALLIED STATES 24-7474	410-11-6321-00-999-11-41026	WESLEY HIGH	1442 INSTRUCTIONAL MATERIALS
13	08/18/2025	26002383	CURRICULUM ASSOCIATES LLC	$ 381,755	I-READY MATH PK-5 i-Ready - Product Assessment and Personalized Math Advanced Customer Site License for all Elementary campuses Toolbox - Product-Teacher Toolbox Access Purchase Add On Pilot Math per student	BUYBOARD 748-24	199-13-6299-00-851-24- 199-11-6394-00-851-24-	ELSA ENRIQUEZ	ASSMT, RESEARCH, PRGM REV
14	08/28/2025	26002958	CDW-G	$ 372,870	REPLACING PO 25002537 APC DATA CENTER PROJECT	SOURCEWELL 121923-ECTOR COUNTY ISD (121923)	199-53-6639-38-864-99-	JENNIFER VALENCIA	INFORMATION TECHNOLOGY

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
15	08/27/2025	26002928	REGION 18 EDUCATION SERVICE CENTER	$ 357,000	25-26 TEA HB 3 READING ACADEMY: COMPREHENSIVE COHORT	REGION 18 ESC R152001	199-13-6239-00-849-36-	MARGARITA BROOKER	LITERACY
16	08/28/2025	26002979	GALLAGHER CONSTRUCTION COMPANY LP	$ 353,493	REPLACING PO 25006660 OVERSIGHT OF P1 & P2 ROOFING PROJECTS	ECISD AWARDED RFQ #24-16	693-81-6299-00-955-99-65024	BETHANY IBARRA	DISTRICT OPERATIONS
17	08/14/2025	26002232	CITY OF ODESSA	$ 322,555	CITY OF ODESSA-CROSSING GUARDS	SOLE SOURCE TEC 44.031 j-k	199-52-6299-01-952-99-	NOEMI RAMOS	DISTRICT POLICE DEPARTMENT
18	08/25/2025	26002701	BRUCKNER TRUCK SALES INC	$ 299,800	REPLACING PO#25009465 2 - REFRIGERATED TRUCKS	ECISD IFB 25-22SN	240-35-6631-00-974-99-	MARGARITA CORRAL	SCHOOL NUTRITION
19	08/05/2025	26001827	GREENWOOD PUBLISHING GROUP LLC	$ 275,755	SAXON READING FOUNDATIONS 2026 K-2	REGION 18 ESC R18-626-102-146	211-11-6321-00-851-30-21126	ELSA ENRIQUEZ	ASSMT, RESEARCH, PRGM REV
20	08/27/2025	26002923	N-TUNE MUSIC & SOUND INC	$ 274,328	REPLACE PO 25012478 #29 OHS BAND BOND INSTRUMENTS 6 - KMH611S King Marching Mellophone Silver 6 - 42BO Bach 42BO Open Wrap F Attachment Trombone 10 - Yamaha Professional Flute with offset G 6 - R13 Buffet R13 Professional Clarinet 15 - YCL450II Yamaha Intermediate Clarinet 4 - AWO1 Yanagisawa Professional Alto Saxophone 4 - YAS480 Yamaha Intermediate Alto Saxophone 2 - TWO1 Yangisawa Professional Tenor Saxophone 2 - BWO1 Yangisawa Professional Baritone Saxophone 10 - YHR671 Yamaha French Horn 1 - 50BO Bach Bass Trombone 1 - SYA1465 Pearl 14x6.5" Maple Shell Snare Drum Black 1 - BK2201C Adams 1.5 octave standard Chimes 2 - YEP642SII Yamaha Professional Euphonium Silver 1 - MAHAA50 Adams 5 Octave Marimba Rosewood	BUYBOARD 712-23, 739-24, & 655-21	693-11-6639-00-861-11-40224 693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
21	08/05/2025	26001783	PETROPLEX OFFICE SUPPLY, INC.	$ 261,431	MAINTENANCE AND SUPPLIES FOR DISTRICT COPIERS	TIPS 240103	199-71-6512-00-999-99- 199-71-6512-00-009-99-	KIMBERLY BYERS	FINANCE
22	08/28/2025	26002982	LIGHTS ON SOLUTIONS LLC	$ 250,657	REPLACING PO 25012560 GENERATOR INSTALLATION PROJECT	ECISD AWARDED RFP 25-21SN	240-35-6639-00-974-99-	MARGARITA CORRAL	SCHOOL NUTRITION
23	08/26/2025	26002813	AGE OF LEARNING, INC.	$ 225,000	MY MATH ACADEMY SITE LICENSES	REGION 18 ESC R18-626-1609-319	199-11-6394-00-851-24-	ELSA ENRIQUEZ	CURRICULUM & INSTRUCTION

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ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
24	08/06/2025	26001869	LONE STAR LEARNING	$ 191,958	MATH DIGTL BULL. BRD K-5, ENG/SPAN 103 - DTXPK - TEKSas Target Practice PLUS, Kindergarten math 33 - SDTXPK - SPANISH TEKSas Target Practice PLUS, Kindergarten math 94 - DTXP1 - TEKSas Target Practice PLUS, 1st Grade math 28 - SDTXP1 - SPANISH TEKSas Target Practice PLUS, 1st Grade math 94 - DTXP2 - TEKSas Target Practice PLUS, 2nd Grade math 33 - SDTXP2 -SPANISH TEKSas Target Practice PLUS, 2nd Grade math 83 - DTXP3 - TEKSas Target Practice PLUS, 3rd Grade math 26 - SDTXP3 -SPANISH TEKSas Target Practice PLUS, 3rd Grade math 62 - DTXP4 - TEKSas Target Practice PLUS, 4th Grade math 24 - SDTXP4 -SPANISH TEKSas Target Practice PLUS, 4th Grade math 43 - DTXP5 - TEKSas Target Practice PLUS, 5th Grade math 16 - SDTXP5 -SPANISH TEKSas Target Practice PLUS, 5th Grade math 3 - DTXP6 - TEKSas Target Practice PLUS, 6th Grade math	REGION 18 ESC R18-626-230-158	211-11-6248-00-851-30-21126	ELSA ENRIQUEZ	ASSMT, RESEARCH, PRGM REV 1444
25	08/28/2025	26002981	COMMAND COMMISSIONING LLC	$ 184,050	REPLACING PO 25008364 Commissioning services for the ECISD New (Career & Technical Education) CTE Center project. Proposal includes manpower and expertise to perform commissioning of the HVAC, Power, Lighting Controls, and Plumbing systems.	ECISD AWARDED RFQ 25-09	693-81-6629-00-017-99-10024	BETHANY IBARRA	DISTRICT OPERATIONS
26	08/19/2025	26002471	REGION 18 EDUCATION SERVICE CENTER	$ 175,845	RENEWAL-TEKS RESOURCES SYSTEM 2025-2026	REGION 18 ESC TL-05-TEKS RS	199-13-6239-00-851-11-	ELSA ENRIQUEZ	CURRICULUM & INSTRUCTION
27	08/27/2025	26002881	RODRIGUEZ DRYWALL & PAINT CO	$ 170,000	REPLACING PO 25011969 BURNET SUMMER BUIDING PAINTING PROPOSAL FOR MATERIAL AND LABOR TO REPAINT ALL INTERIOR WALLS, REFINISH CABINETS AND STAIN GRADE DOORS, REPAINT DOOR JAMBS AND METAL DOORS	ECISD AWARDED RFP 22-38	199-51-6246-00-955-99-	RENNETTE FLORES	MAINTENANCE SERVICES
28	08/27/2025	26002911	CDW-G	$ 169,987	CISCO SMARTNET SUPPORT RENEWAL 2025-2026	SOURCEWELL 121923-ECTOR COUNTY ISD (121923)	199-53-6248-38-864-99-	MARTHA ALMAGUER	INFORMATION TECHNOLOGY

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
29	08/27/2025	26002922	N-TUNE MUSIC & SOUND INC	$ 161,044	REPLACE PO 25012034 # 28 PHS BAND BOND INSTRUMENTS 2 - YFH8310ZIIS Yamaha Professional Flugelhorn - silver plate 12 - YHR671 Yamaha Geyer Wrap Double Horn 8 - YFH567 Yamaha Double Horn 2 - YBL835 Yamaha Xeno Bass Trombone 3 - YEP642II Yamaha NEO Compensating Euphonium - lacquer 5 - YEP321 Yamaha Intermediate Euphonium - lacquer 5 - 2341W King 4-Valve BBb Tuba w/Case - lacquer 6 - Baritone JBR1101MS JBR1101MS 5 - JSP1110S Jupiter BBb 4-Valve Sousaphone w/Case - silver plate	BUYBOARD 712-23, 739-24, & 655-21	693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
30	08/26/2025	26002750	CONTROL TECHNOLOGIES INC	$ 158,675	REPLACING PO 25002094 OHS Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 720-23	199-81-6639-00-002-99-	BETHANY IBARRA	DISTRICT OPERATIONS
31	08/29/2025	26003027	TRUE NORTH CONSULTING GROUP LLC	$ 158,564	REPLACING PO 25004780 BOND 2023 DISTRICT-WIDE PA/BELL/CLOCK REFRESH 2ND PHASE	BUYBOARD 692-23	693-11-6639-00-864-11-70224	JENNIFER VALENCIA	INFORMATION TECHNOLOGY
32	08/25/2025	26002638	CDW-G	$ 155,634	BODY CAMERAS FOR OFFICERS 64 - i PRO mounting kit for body camera heavy duty 3 - Panasonic i PRO BWC4000 8 Bay Dock for Body Worn Camera 3 - Panasonic i PRO 8 Bay Charging and Docking Station for Body Worn Camera 64 - Panasonic i PRO Single Docking Station for Body Worn Camera 64 - Panasonic 65W AC Power Adapter for BWC4000 Body Worn Camera 64 - Panasonic i Pro BWC4000 camcorder internal flash memory 64 - I PRO BWC4000 5YR ADC ADV REPL 64 - i PRO Body Worn Camera Service subscription	SOURCEWELL 121923-ECTOR COUNTY ISD (121923)	199-52-6397-00-952-99- 289-52-6397-00-952-99-30625 199-52-6499-00-952-99- 289-52-6499-00-952-99-30625	NOEMI RAMOS	DISTRICT POLICE DEPARTMENT
33	08/25/2025	26002642	CONTROL TECHNOLOGIES INC	$ 154,076	REPLACING PO 25002096 New Tech Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 720-23	199-81-6639-00-011-99-	BETHANY IBARRA	DISTRICT OPERATIONS
34	08/15/2025	26002309	DARRYL WILLIAMS	$ 149,875	DARRYL WILLIAMS CONSULTING & MCLs/MTRTs TRAINING ON 9/9,10/14,11/11,2/17 (2025-2026) DARRYL WILLIAMS CONSULTING & APs TRAINING ON 9/11,10/14,11/13,1/15,2/19 (2025-2026)	ECISD AWARDED RFP 25-36	255-23-6299-00-850-24-25526 255-13-6299-00-850-24-25526	DUSTY MUNOZ	TALENT DEVELOPMENT
35	08/27/2025	26002912	CDW-G	$ 143,531	GOOGLE GSUITE RENEWAL 25-26	SOURCEWELL 121923-ECTOR COUNTY ISD (121923)	199-53-6248-38-864-99-	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
36	08/21/2025	26002524	CURRICULUM ASSOCIATES LLC	$ 138,000	K-8 RLA PROFESSIONA LEARNING 2025-2026 Professional Learning Session (up to 6 hours) AY 25-26	BUYBOARD 748-24	199-13-6299-00-851-24-	ELSA ENRIQUEZ	CURRICULUM & INSTRUCTION

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
37	08/29/2025	26003011	PARKHILL, SMITH & COOPER, INC.	$ 133,296	REPLACING PO 25003611 AUSTIN MONTESSORI-CAFETERIA RENOVATIONS	ECISD AWARDED RFQ 24-13	475-81-6629-00-102-99-47525	BETHANY IBARRA	DISTRICT OPERATIONS
38	08/20/2025	26002498	UNIVERSAL FIDELITY LIFE INSURANCE COMPANY	$ 131,656	STUDENT INSURANCE SERVICES 2025-2026	INTERLOCAL AGREEMENT TASB BENEFITS	199-36-6426-60-905-91- 199-36-6426-65-905-91-	DORA CRUZ	ATHLETICS
39	08/26/2025	26002754	CONTROL TECHNOLOGIES INC	$ 121,909	REPLACING PO 25002087 Bowie Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 720-23	199-81-6639-00-043-99-	BETHANY IBARRA	DISTRICT OPERATIONS
40	08/27/2025	26002951	IMPERIAL BAG & PAPER COMPANY LLC	$ 121,500	ROBOT SCRUBBERS FOR ECTOR, NIMITZ, AND W&Y 3 - ERI-L50 CENOBOT AUTO SCRUBBER 3 - ERI-WKSTL50 CHARGING WORKSTATION	BUYBOARD 747-24	199-51-6639-00-960-99-	ROBERT PEUGH	CUSTODIAL OPERATIONS
41	08/29/2025	26003003	MACMILLAN HOLDINGS LLC	$ 121,254	HIGH SCHOOL RESOURCES 210 - Textbook 9th thru 12th Grade Ways of the World for the AP® World History Modern Course Since 1200 C.E 210 - Textbook 9th thru 12th Grade Achieve for Ways of the World for the AP® World History Modern Course Since 1200 C.E. 580 - Textbook 9th thru 12th Grade Achieve for Ways of the World for the AP® World History Modern Course Since 1200 C.E.	BUYBOARD 653-21	410-11-6321-00-999-11-41026	ELSA LAZCANO	INSTRUCTIONAL MATERIALS
42	08/27/2025	26002938	STAR TECH GROUP	$ 120,000	DISTRICT WIDE STUDENT TRACKER FOR CAREERS	ECISD AWARDED RFP 21-07	199-31-6248-00-847-38-	CHARLETTA WASHINGTON	CAREER & TECHNOLOGY
43	08/25/2025	26002702	EMERGENT TREE EDUCATION INC	$ 111,205	RS/SPED/SD/EMERGENT TREE Tier 1 Behavior Support Framework, provides a proven, step-by-step system that creates a positive school culture and ensures every student is on track to succeed.	Piggyback Richardson ISD RFP 22-184	224-13-6299-SD-871-23-22426 224-13-6394-SD-871-23-22426	ROMI SCOWN	SPECIAL EDUCATION
44	08/05/2025	26001785	VISTA HIGHER LEARNING	$ 108,348	LOTE MATERIALS 450 - DECCORD 2024 SUPERSITE PLUS (V)Ecahier 370 - TEMAS 3E SUPERSITE PLUS AP SPANISH 3E SUPERSITE PLUS	BUYBOARD 748-24	410-11-6321-00-999-11-41026	WESLEY HIGH	INSTRUCTIONAL MATERIALS
45	08/12/2025	26002091	N-TUNE MUSIC & SOUND INC	$ 107,231	#34 BOWIE BAND	BUYBOARD 712-23, 739-24, & 655-21	693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
46	08/29/2025	26003007	MACMILLAN HOLDINGS LLC	$ 105,766	HIGH SCHOOL RESOURCES 175 - Textbooks College Level Human Geography for the AP® Course 175 - Textbooks College Level Achieve for Human Geography for the AP® Course 475 - Textbooks College Level Achieve for Human Geography for the AP® Course	BUYBOARD 653-21	410-11-6321-00-999-11-41026	ELSA LAZCANO	INSTRUCTIONAL MATERIALS
47	08/28/2025	26002983	FIRETROL PROTECTION SYSTEMS INC	$ 105,600	REPLACING PO 25006914 BLACKSHEAR ELEM-NEW FIRE ALARM SYSTEM	BUYBOARD 751-24	693-81-6629-00-127-99-65524	BETHANY IBARRA	DISTRICT OPERATIONS
48	08/26/2025	26002755	CONTROL TECHNOLOGIES INC	$ 104,858	REPLACING PO 25002086 Bonham Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 720-23	199-81-6639-00-042-99-	BETHANY IBARRA	DISTRICT OPERATIONS
49	08/26/2025	26002751	CONTROL TECHNOLOGIES INC	$ 103,041	REPLACING PO 25002090 Ector Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 720-23	199-81-6639-00-047-99-	BETHANY IBARRA	DISTRICT OPERATIONS

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
50	08/26/2025	26002749	CONTROL TECHNOLOGIES INC	$ 100,031	REPLACING PO 25002095 PHS Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 720-23	199-81-6639-00-003-99-	BETHANY IBARRA	DISTRICT OPERATIONS
51	08/26/2025	26002851	THE SEWELL FAMILY OF COMPANIES INC	$ 98,990	REPLACING PO 25009068 FORD EXPEDITIONS FOR TRANSPORTATION	HGAC VE05-24	199-34-6631-01-986-99-	BETHANY IBARRA	DISTRICT OPERATIONS
52	08/26/2025	26002810	FOLLETT CONTENT SOLUTIONS LLC	$ 98,605	REPLACING PO 25010204 BURLESON LIBRARY BOOKS 5,693 - BOOKS	BUYBOARD 702-23	199-12-6329-00-136-36-	JESSICA MARICHALA	INFORMATION TECHNOLOGY
53	08/27/2025	26002939	SIRIUS EDUCATION SOLUTIONS LLC	$ 90,753	Sirius Online access for 2025-2026 school year Reading Language Arts Grade 6: 2406 2547 Grade 7: 2360 2224 Grade 8: 2215 32325	ALLIED STATES 24-7474	211-11-6394-00-851-30-21126	ELSA ENRIQUEZ	CURRICULUM & INSTRUCTION
54	08/27/2025	26002885	PANORAMA EDUCATION	$ 90,375	FOR YR 2025-2026 EDU & TRAIN. PANORAMA DATA FOR SCHOOL	CHOICE PARTNERS 18/056KD-46	199-31-6248-00-855-99-	DIANE SOLLIS	GUIDANCE & COUNSELING
55	08/27/2025	26002950	METROSTUDY INC	$ 85,000	REPLACING PO 25006271 ZONDA EDUCATION 24-25 DEMOGRAPHIC STUDY 2024-2025 Demographic Study and Attendance Zone Planning. The demographic study and attendance zone planning will help ECISD with long term planning.	TIPS 210602	199-51-6299-03-965-99-	BETHANY IBARRA	DISTRICT OPERATIONS
56	08/29/2025	26003005	MACMILLAN HOLDINGS LLC	$ 80,634	HIGH SCHOOL RESOURCES 175 - Textbook 9th thru 12th Grade Fabric of a Nation 175 - Textbook 9th thru 12th Grade Achieve for Fabric of a Nation 325 - Textbook 9th thru 12th Grade Achieve for Fabric of a Nation	BUYBOARD 653-21	410-11-6321-00-999-11-41026	ELSA LAZCANO	1447 INSTRUCTIONAL MATERIALS
57	08/11/2025	26001978	CDW-G	$ 79,200	SPLUNK RENEWAL 2025-2026	SOURCEWELL 121923- ECTOR COUNTY ISD (121923)	199-53-6248-38-864-99-	MARTHA ALMAGUER	INFORMATION TECHNOLOGY
58	08/07/2025	26001902	NCS PEARSON INC	$ 77,342	RS/SPED/LSSP/TESTING MATERIALS 3,936 - DALSCOMPLETE RENEWAL 3,936 - DIGITAL ASSESSMENT LIBRARY FOR	REGION 18 ESC R18-626-603-28	199-31-6339-00-871-23-	ROMI SCOWN	SPECIAL EDUCATION
59	08/12/2025	26002090	NEW TECH NETWORK INC	$ 76,988	NEW TECH NETWORK SCHOOL AGREEMENT 2024-2027	SOLE SOURCE	199-13-6299-CH-101-11-	DEBORAH LOYA	GALE POND ALAMO ELEM SCHOOL
60	08/29/2025	26003010	PARKHILL, SMITH & COOPER, INC.	$ 75,953	REPLACING PO 25001618 Construction Services related to AG Farm	ECISD AWARDED RFQ 24-13	693-81-6629-00-698-99-20024	BETHANY IBARRA	DISTRICT OPERATIONS
61	08/12/2025	26002093	REGION 18 EDUCATION SERVICE CENTER	$ 72,375	DISCOVERY EDUCATION EXPERIENCE-REG 18 COOP	REGION 18 ESC ITA-11-DEX	211-11-6239-00-851-30-21126	ELSA ENRIQUEZ	CURRICULUM & INSTRUCTION
62	08/25/2025	26002648	LVR COMMERCIAL FLOORING	$ 71,691	REPLACING PO 25011000 W&Y MAIN OFFICES, SPECIAL EDUCATION AREA 7805 sf Polished concrete w/aggregate exposure 1580 lf Roppe 4 1/2" cove based installed	BUYBOARD 736-24	199-51-6246-00-965-99-	BETHANY IBARRA	DISTRICT OPERATIONS
63	08/14/2025	26002228	CDW-G	$ 71,609	NEW LAB AND COMPUTERS TO ADD TO EXISTING LABS	SOURCEWELL 121923- ECTOR COUNTY ISD (121923)	199-11-6397-00-003-22-	BREK PAZ	PERMIAN HIGH SCHOOL
64	08/25/2025	26002629	WELLSPRING TELEHEALTH	$ 68,636	RECURO MONTHLY SERVICE FEES	INTERLOCAL AGREEMENT REGION 12 ESC	772-41-6499-08-978-99-	YOLANDA GORDON	BENEFITS/RISK MANAGEMENT

ECISD New Purchase Orders Over $50,000 Report for August 2025

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
65	08/14/2025	26002219	UNIVERSAL MELODY SERVICES LLC	$ 66,370	#33 PHS BAND BOND PURCHASE 38 - Cases GB3CRTRPT GREG BLACK GB3CRTRPT 3C REGULAR TRUMPET 8 - BELL TRUMPETS BT3455 30 - BELL TRUMPETS BTPRO$ PROFESSIONAL TRUMPET- SILVER	TIPS 240302	693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
66	08/14/2025	26002200	REGION 18 EDUCATION SERVICE CENTER	$ 60,000	MATH/ SS SUPPORT REGION 18 6 days EXC 18 Math support - Aug 19,21,25,25 Sept 4 and 9 6 days EXC 18 Social Studies Suppo0rt for Aug 19,21,25,28 and Sept 4 and 9th	INTERLOCAL AGREEMENT REGION 18 ESC	211-13-6239-00-046-30-21125	DAPHNE NARRELL	NIMITZ MIDDLE SCHOOL
67	08/05/2025	26001830	REGION 18 EDUCATION SERVICE CENTER	$ 60,000	Social Studies Support, response to need in social studies, coaching support, Science Support response to need in Science teachers with limited experience, coaching support , 2 consultants for 8th grade science teachers	INTERLOCAL AGREEMENT REGION 18 ESC	211-13-6239-00-047-30-21125	FERNANDA CASTANED	ECTOR MIDDLE SCHOOL
68	08/05/2025	26001829	REGION 18 EDUCATION SERVICE CENTER	$ 60,000	SCIENCE SUPPORT FOR ESC18, COACHING SUPPORT/PLC/PLANNING/IN-CLASSS SUPPORT FOR AUGUST 19,21,25,28 AND SEPTEMBER 4,9 COMBINED FOR 3 SCHOOLS: WILSON AND YOUNG, BOWIE AND ECTOR SOCIAL STUDIES SUPPORT FOR ESC18, COACHING SUPPORT/PLC/PLANNING/IN-CLASSS SUPPORT FOR AUGUST 19,21,25,28 AND SEPTEMBER 4,9 COMBINED FOR 3 SCHOOLS: WILSON AND YOUNG, BOWIE AND ECTOR	INTERLOCAL AGREEMENT REGION 18 ESC	255-13-6239-00-045-24-25525	DOROTHY BELEN	WILSON & YOUNG MIDDLE SCHOOL
69	08/27/2025	26002906	NOTABLE INC	$ 55,897	DIST. RENEWAL KAMI- JULY 1, 2025-JUNE 30, 2026	TIPS 230105	289-11-6248-00-864-30-29126	JESSICA MARICHALA	INFORMATION TECHNOLOGY
70	08/29/2025	26003001	CDW-G	$ 54,711	RS/SPED/SPEECH/LAPTOPS 30 - DELL CTO PB16250 U7 265U 512 30 - DELL CTO PRO 27 PLUS MONITOR 30 - BELCAN USB-C TRIPLE DISPLAY DOCKING STATION 30 - LOGITECH MK710 WIRELESS KEYBOARD AND MOUSE COMBO	SOURCEWELL 121923-ECTOR COUNTY ISD (121923)	199-11-6397-00-871-23-	ROMI SCOWN	SPECIAL EDUCATION
71	08/07/2025	26001929	DOMTECH ELECTRICAL AND CONTROLS LLC	$ 50,000	Supplemental Electrical Services Renewal	ECISD AWARDED RFP 23-35	693-81-6299-00-955-99-65024	BETHANY IBARRA	DISTRICT OPERATIONS

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Keeley Boyer, Superintendent of Schools

FROM: Dr. Matthew Spivy, Chief Human Capital Officer

RE: Routine Personnel Report for August 2025

DATE: 8/29/2025

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
DAPHNEY SCOTT	KINDER GRADE REG	IRELAND ELEMENTARY SCHOOL	08/07/25
SHEILA ARMSTRONG WILSON	FOURTH GRADE REG	BURNET ELEMENTARY SCHOOL	08/04/25
LOURDES RIVERA	FIFTH GRADE REG	GOLIAD ELEMENTARY SCHOOL	08/05/25
MARIAH SANCHEZ	SECOND GRADE REG	BUICE ELEMENTARY SCHOOL	08/05/25
RHONDA BEAMAN	FIRST GRADE MCL	ROSS ELEMENTARY SCHOOL	08/05/25
ROXANNE GARIBAY	THIRD GRADE REG	CAVAZOS ELEMENTARY SCHOOL	08/25/25
YOSHI RUSSELL	SECOND GRADE REG	NOEL ELEMENTARY SCHOOL	08/11/25
VALERIA VENZOR	KINDER BILINGUAL	FLY ELEMENTARY SCHOOL	08/11/25
JACQUELINE RAMIREZ	SECOND GRADE BILINGUAL	CAMERON ELEMENTARY SCHOOL	08/19/25

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
BRIANNE WINFREY	BUISNESS/CTE	PERMIAN HIGH SCHOOL	08/05/25
ANEECE FOX JUAREZ	ELAR	NIMITZ MIDDLE SCHOOL	08/05/25
DEM'J DAVIS	PE/COACH	WILSON AND YOUNG MIDDLE	08/06/25
TOBIN BRANNAN	THEATRE DIRECTOR	ODESSA HIGH SCHOOL	08/07/25
JAMES HOLDER	ELAR	BONHAM MIDDLE SCHOOL	08/11/25
PABLO REYES	MATH	NIMITZ MIDDLE SCHOOL	08/13/25
DEBRA WALTON	FAMILY CONSUMER SCIENCE	ODESSA HIGH SCHOOL	08/26/25

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
SAVANNAH INCE	COUNSELOR	NIMITZ MIDDLE SCHOOL	08/18/25
DANNY YEAGER	POLICE	DISTRICT POLICE	08/12/25
ROSEMARY CASILLAS	NURSE	NURSING SERVICES	08/18/25
RACHEL CERVANTES	SPECIALIST, CAMPUS BILINUGAL	BLACKSHEAR ELEM SCHOOL	08/11/25
MAUREEN PINKSTAFF	SPECIALIST, CAMPUS MATH	ECTOR MIDDLE SCHOOL	08/01/25
JOHN KLATTENHOFF	ASST PRINCIPAL, MS	CROCKETT MIDDLE SCHOOL	08/11/25
SOFIA LONGOBARDI	SPECIALIST, SAS HOMELESS	STUDENT ASSISTANCE SERVICES	08/07/25
LISA LOPEZ	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	08/07/25
AMY VANCE	ASST PRINCIPAL, HS	ODESSA HIGH SCHOOL	08/04/25

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
YVONNE CASTILLO	FIRST GRADE REG	GONZALES	08/07/25
DEBORAH CASTILLO	FOURTH GRADE REG	BUICE ELEMENTARY SCHOOL	08/01/25

ANAHI SALGADO	KINDER GRADE REG	ZAVALA ELEMENTARY SCHOOL	08/13/25
MARIAH HERNANDEZ	SECOND GRADE REG	CAVAZOS ELEMENTARY SCHOOL	08/15/25
JENNIFER TIJERINA	SPED	SAN JACINTO ELEMENTARY	08/22/25
AMY GARCIA	SPED	CARVER ELEMENTARY SCHOOL	08/26/25
ALEXANDRA TWITCHELL	SPED	LBJ ELEMENTARY SCHOOL	08/26/25

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
ANNMARIE PANDO	SOCIAL STUDIES	ALTERNATIVE EDUCATION CENTER	08/20/25
CLAYTON JOHNSON	ORCHESTRA DIRECTOR MIDDLE SCHOOL	ECTOR MIDDLE SCHOOL	08/22/25
STEPHANIE MCCOY	SOCIAL STUDIES	CROCKETT MIDDLE SCHOOL	08/22/25
MILLENNIA PEREZ	CHORAL DIRECTOR ASSISTANT MIDDLE SCHOOL	ECTOR MIDDLE SCHOOL	08/22/25

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
RUTH BALTAZAR	ASSIST DIRECTOR SCH NUTRITION	SCHOOL NUTRITION	08/15/25