

**Ector County Independent School District**  
**DAEP**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

| Year      | Total | LEP | Eco. Dis. | SPED | AA | Hispanic | 2 or More | White |
|-----------|-------|-----|-----------|------|----|----------|-----------|-------|
| 2021-2022 | 861   | 59  |           | 102  |    |          |           |       |
| 2020-21   | 242   | 14  | 213       | 33   | 21 | 176      | 3         | 45    |
| 2019-20   | 663   | NA  | NA        | NA   | 68 | 456      | 14        | 118   |
| 2018-19   | 659   | 32  | 425       | 34   | 58 | 467      | 7         | 121   |
| 2017-18   | 521   | 25  | 324       | 30   | 45 | 353      | 5         | 114   |
| 2016-17   | 505   | 27  | 304       | 39   | 43 | 377      | 3         | 82    |
| 2015-16   | 498   | 19  | 281       | 33   | 27 | 390      | 4         | 68    |
| 2014-15   | 407   | 13  | 245       | 27   | 31 | 302      | 5         | 68    |

### Secondary: Historical Data Student

2021-2022 was the first year after the COVID shut down where all students were required to attend in-class learning. Many students struggled with social interactions and the academic thinking levels necessary to master new knowledge and skills.

### Elementary: Historical Data Student

### DAEP Placements and Demographics (Actual Numbers)

#### Kindergarten-5th grade

| Year    | Total | EL | Eco. Dis. | SPED | AA | Hispanic | 2 or More | White |
|---------|-------|----|-----------|------|----|----------|-----------|-------|
| 2021-22 | 49    | 1  | 47        | 8    | 7  | 27       | 4         | 11    |
| 2020-21 | 20    | 1  | NA        | 5    | 5  | 8        | 0         | 7     |
| 2019-20 | 47    | 3  | NA        | 12   | 8  | 18       | 3         | 18    |
| 2018-19 | 52    | 2  | 35        | 8    | 5  | 25       | 3         | 11    |
| 2017-18 | 24    | 5  | 23        | 1    | 4  | 18       | 0         | 2     |
| 2016-17 | 34    | 4  | 28        | 6    | 5  | 20       | 1         | 7     |
| 2015-16 | 26    | 1  | 24        | 9    | 7  | 15       | 1         | 3     |
| 2014-15 | 70    | 10 | 54        | 7    | 7  | 44       | 1         | 18    |
| 2013-14 | 62    | 4  | 48        | 6    | 3  | 39       | 1         | 19    |

| 2021-22 Grade | Total Placements | Repeat Placement | Total Expulsions |
|---------------|------------------|------------------|------------------|
| Kinder        | 2                | 1                | 0                |
| 1             | 5                | 2                | 0                |
| 2             | 1                | 0                | 0                |
| 3             | 3                | 1                | 0                |
| 4             | 13               | 3                | 0                |
| 5             | 25               | 5                | 0                |
| 6             | 42               | 4                | 1                |
| Total         | 91               | 16               | 1                |

### Demographics Strengths

High school students were successful in meeting academic levels with the small group instruction and support.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. **Root Cause:** Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

**Problem Statement 2 (Prioritized):** DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. **Root Cause:** DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.

# Student Achievement

## Student Achievement Summary

| STAAR 2022 Reading/ELA | Total Students | Approaches | Meets  | Masters | Scale Score |
|------------------------|----------------|------------|--------|---------|-------------|
| 4th                    | 1              | 0%         | 0%     | 0%      | 1320        |
|                        | 1              | 0%         | 0%     | 0%      | 1336        |
| 5th                    | 1              | 0%         | 0%     | 0%      | 1360        |
|                        | 2              | 100%       | 0%     | 0%      | 1470        |
|                        | 1              | 100%       | 0%     | 0%      | 1470        |
| 6th                    | 1              | 0%         | 0%     | 0%      | 1360        |
|                        | 18             | 22.22%     | 5.56%  | 5.56%   | 1433        |
|                        | 4              | 50%        | 25%    | 0%      | 1563        |
| 7th                    | 8              | 0%         | 0%     | 0%      | 1471        |
|                        | 12             | 16.67%     | 16.67% | 8.33%   | 1496        |
|                        | 22             | 31.82%     | 27.27% | 4.55%   | 1570        |
| 8th                    | 7              | 42.86%     | 0%     | 0%      | 1540        |
|                        | 10             | 0%         | 0%     | 0%      | 1457        |
| Eng 1 EOC              | 2              | 0%         | 0%     | 0%      | 3405        |
| Eng 2 EOC              | 1              | 0%         | 0%     | 0%      | 3412        |

| STAAR 2022 Science | Total Students | Approaches | Meets | Masters | Scale Score |
|--------------------|----------------|------------|-------|---------|-------------|
| 5th                | 1              | 0%         | 0%    | 0%      | 3141        |
|                    | 2              | 0%         | 0%    | 0%      | 3111        |
|                    | 1              | 0%         | 0%    | 0%      | 3141        |
|                    | 1              | 100%       | 0%    | 0%      | 3735        |
| 8th                | 43             | 11.63%     | 6.98% | 2.33%   | 3149        |

| STAAR EIC 2022 Biology | Total Students | Approaches | Meets | Masters | Scale Score |
|------------------------|----------------|------------|-------|---------|-------------|
| 9th                    | 4              | 25%        | 0%    | 0%      | 3368        |

| STAAR 2022 Mathematics | Total Students | Approaches | Meets | Masters | Scale Score |
|------------------------|----------------|------------|-------|---------|-------------|
| 4th                    | 1              | 0%         | 0%    | 0%      | 1437        |

| STAAR 2022 Mathematics |  | Total Students | Approaches | Meets  | Masters | Scale Score |
|------------------------|--|----------------|------------|--------|---------|-------------|
| 5th                    |  | 1              | 0%         | 0%     | 0%      | 1320        |
|                        |  | 1              | 0%         | 0%     | 0%      | 1415        |
|                        |  | 2              | 50%        | 0%     | 0%      | 1526        |
|                        |  | 1              | 0%         | 0%     | 0%      | 1342        |
|                        |  | 1              | 0%         | 0%     | 0%      | 1415        |
| 6th                    |  | 18             | 33.33%     | 11.11% | 5.56%   | 1504        |
| 7th                    |  | 9              | 22.22%     | 0%     | 0%      | 1531        |
|                        |  | 14             | 21.43%     | 0%     | 0%      | 1518        |
| 8th                    |  | 18             | 16.67%     | 0%     | 0%      | 1509        |
|                        |  | 24             | 12.50%     | 4.17%  | 0%      | 1520        |
| STAAR EOC 2022 Alg. 1  |  | Total Students | Approaches | Meets  | Masters | Scale Score |
| 9th                    |  | 3              | 0%         | 0%     | 0%      | 3298        |

### Student Achievement Strengths

| STAAR 2022 Mathematics |  | Total Students | Approaches | Meets  | Masters | Scale Score |
|------------------------|--|----------------|------------|--------|---------|-------------|
| 6th                    |  | 18             | 33.33%     | 11.11% | 5.56%   | 1504        |
| STAAR 2022 Reading/ELA |  | Total Students | Approaches | Meets  | Masters | Scale Score |
| 6th                    |  | 18             | 22.22%     | 5.56%  | 5.56%   | 1433        |
| STAAR 2022 Science     |  | Total Students | Approaches | Meets  | Masters | Scale Score |
| 8th                    |  | 43             | 11.63%     | 6.98%  | 2.33%   | 3149        |

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Student academic performance and emotional stability decrease when students transition from one campus to another. **Root Cause:** Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.

# Priority Problem Statements

**Problem Statement 1:** DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators.

**Root Cause 1:** Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Student academic performance and emotional stability decrease when students transition from one campus to another.

**Root Cause 3:** Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support.

**Root Cause 4:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

**Problem Statement 4 Areas:** School Culture and Climate

**Problem Statement 5:** Inability to fill vacant positions with quality staff

**Root Cause 5:** The lack of quality and quantity of applicants.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 7:** AEC's current structure limits teachers' ability to target specific content areas by grade level.

**Root Cause 7:** AEC's shortage of teachers.

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 8:** AEC student population need extra support both at home and school.

**Root Cause 8:** Students and parents lack access to the necessary resources and information located within our public education system.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 2:** DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates.

**Root Cause 2:** DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 6:** AEC has a negative perception of having "bad kids", so it's a struggle to hire staff.

**Root Cause 6:** Lack of awareness and understanding of adverse childhood experiences.

**Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention**



# Board Goals

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

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





**High Priority**

**Indicators of Success:**

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

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The attendance clerk will contact parents through School Status on 2nd absence. Communities in School representatives will contact parents on the 3rd day to follow up on the student and provide necessary resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate and Positive Family Rapport</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk, Communities in School Representative, and Principal</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |

| Strategy 2 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 2:</b> Campus administrators will monitor the weekly attendance percentage. Communication will be sent through School Status to inform parents of their student attendance rate and District Policy 90% Attendance requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |
| Strategy 3 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Provide students attendance awards according to placement days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Attendance Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Counselors, Attendance Clerks, and Parents</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |                  |            |            |                  |

**Performance Objective 1 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <b>Student Achievement</b>  |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |

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

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

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

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

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and District Curriculum Coordinators</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Implement weekly schedules to facilitate data disaggregation and lesson planning to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop teachers' content knowledge and DDI process</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and District Curriculum Coordinators</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>   | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| Student Achievement   |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |
| School Culture and Climate  |
| <p><b>Problem Statement 1:</b> Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. <b>Root Cause:</b> Students' lack of progress in the public education system causes continued failure and thus their perception of school.</p>              |
| Curriculum, Instruction, and Assessment   |
| <p><b>Problem Statement 1:</b> AEC's current structure limits teachers' ability to target specific content areas by grade level. <b>Root Cause:</b> AEC's shortage of teachers.</p>   |

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

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

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

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

**Evaluation Data Sources:** May Reading and Math STAAR

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

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP and STAAR growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| <b>Student Achievement</b>  |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |

## School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

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

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

**High Priority**

**HB3 Board Goal**





**Indicators of Success:**

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

**Evaluation Data Sources:** May Reading and Math STAAR

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



| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP and STAAR growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| Student Achievement   |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |

## School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

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

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

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

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

**Evaluation Data Sources:** EOC STAAR

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

| Strategy 2 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 2:</b> Implement weekly schedules to facilitate data disaggregation and lesson planning to monitor student progress.<br/> <b>Strategy's Expected Result/Impact:</b> Develop teachers' content knowledge and DDI process<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and District Curriculum Coordinators</p> <p><b>Title I:</b><br/>2.5<br/> - <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools<br/> - <b>ESF Levers:</b><br/>Lever 5: Effective Instruction<br/> <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |
| Strategy 3 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level.<br/> <b>Strategy's Expected Result/Impact:</b> Increase MAP and STAAR growth<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/> - <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |                  |            |            |                  |

**Performance Objective 5 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| <b>Student Achievement</b>  |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** AEC's current structure limits teachers' ability to target specific content areas by grade level. **Root Cause:** AEC's shortage of teachers.

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

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





**High Priority**

**Indicators of Success:**

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

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

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

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP and STAAR growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 6 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| Student Achievement   |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |

## School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.



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

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





**High Priority**

**Indicators of Success:**

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

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

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

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Conduct 3 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Awareness of Student's Progress<br/>Increase Positive Parent Rapport</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Communities in School Representative</p> <p><b>Title I:</b><br/>2.4, 2.6, 4.2<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Parent and Community Engagement 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

**Performance Objective 7 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| <b>Student Achievement</b>  |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |
| <b>School Culture and Climate</b>   |
| <p><b>Problem Statement 1:</b> Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. <b>Root Cause:</b> Students' lack of progress in the public education system causes continued failure and thus their perception of school.</p>              |
| <b>Parent and Community Engagement</b>  |
| <p><b>Problem Statement 1:</b> AEC student population need extra support both at home and school. <b>Root Cause:</b> Students and parents lack access to the necessary resources and information located within our public education system.</p>  |

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

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






**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** District Discipline Reports and Campus Referrals

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability for staff members to recognize and report abuse<br/>Unite staff to develop and implement campus processes that address adverse childhood experiences</p> <p><b>Staff Responsible for Monitoring:</b> Campus-wide monitoring</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Student Assistance Services Counselor and Guidance Counselor will conduct individual and group counseling sessions to address negative behaviors, suicidal thoughts, and/or the social-emotional needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals, refer students for additional medical support, and increased attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Communities in School Representatives</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1</p>          | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | May       |
|  |   |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Collaborate with Ector County Youth Center to create a transition process where probation officers engage in monthly meetings with AEC instructional staff to monitor and review student academic levels and classroom behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful transition process that increases academic levels and promotes positive student behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and ECYC Leadership Team</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | May       |
|  |   |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Utilize monthly mental health and substance abuse topics to provide students and families with strategies and support for rehabilitation.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in drug placements and increase in family support.</p>   | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | May       |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>   |   |     |     |           |

## Performance Objective 8 Problem Statements:

### Demographics

**Problem Statement 1:** DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. **Root Cause:** Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.

### Student Achievement

**Problem Statement 1:** Student academic performance and emotional stability decrease when students transition from one campus to another. **Root Cause:** Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.

### School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

### Staff Quality, Recruitment, and Retention

**Problem Statement 2:** AEC has a negative perception of having "bad kids", so it's a struggle to hire staff. **Root Cause:** Lack of awareness and understanding of adverse childhood experiences.

### Parent and Community Engagement

**Problem Statement 1:** AEC student population need extra support both at home and school. **Root Cause:** Students and parents lack access to the necessary resources and information located within our public education system.

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

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

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**



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

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

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

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Utilize the DDI process to identify students' academic needs to develop intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Close academic gaps and increase the passing rate of student assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and District Curriculum Coordinators,</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal writing</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and LLI Interventionist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p>                                | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Conduct 3 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Awareness of Student's Progress</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Increase Positive Parent Rapport<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Communities in School Representative</p> <p><b>Title I:</b><br/> 2.4, 2.6, 4.2<br/> - <b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools<br/> <b>Problem Statements:</b> Demographics 1, 2 - Parent and Community Engagement 1</p> |  |  |  |  |
|---|--|--|--|--|

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

|   |
|---|
| <b>Demographics</b>   |
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p> |
| <b>Student Achievement</b>  |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |
| <b>School Culture and Climate</b>   |
| <p><b>Problem Statement 1:</b> Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. <b>Root Cause:</b> Students' lack of progress in the public education system causes continued failure and thus their perception of school.</p>  |
| <b>Parent and Community Engagement</b>  |
| <p><b>Problem Statement 1:</b> AEC student population need extra support both at home and school. <b>Root Cause:</b> Students and parents lack access to the necessary resources and information located within our public education system.</p>  |



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





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

**High Priority**

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Implement the Science of Teaching Reading Academy framework and research-based strategies to develop literacy communities that enhance learning in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, District Reading Coordinators, and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Utilize the DDI process to identify students' academic needs to develop intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Close academic gaps and increase the passing rate of student assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and District Curriculum Coordinators,</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Progress is evident in the monthly Istation test and three times a year MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers, and LLI Interventionist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Three hours a week of reading and math FEV Tutoring for 3rd-grade students performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, Imagine Math Session Mastery, and EOY STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |

| Strategy 5 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 5:</b> Conduct 3 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Awareness of Student's Progress<br/>Increase Positive Parent Rapport</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Communities in School Representative</p> <p><b>Title I:</b><br/>2.4, 2.6, 4.2<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Parent and Community Engagement 1</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |
| <b>Student Achievement</b>  |
| <p><b>Problem Statement 1:</b> Student academic performance and emotional stability decrease when students transition from one campus to another. <b>Root Cause:</b> Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.</p>  |
| <b>School Culture and Climate</b>   |
| <p><b>Problem Statement 1:</b> Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. <b>Root Cause:</b> Students' lack of progress in the public education system causes continued failure and thus their perception of school.</p>              |
| <b>Parent and Community Engagement</b>  |
| <p><b>Problem Statement 1:</b> AEC student population need extra support both at home and school. <b>Root Cause:</b> Students and parents lack access to the necessary resources and information located within our public education system.</p>  |

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

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

**High Priority**

**HB3 Board Goal**





**Indicators of Success:**

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

**Evaluation Data Sources:** Tracking Documents

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Campus Administrators and Counselors will pull and disaggregate data to identify students who have not met CCMR accountability.</p> <p><b>Strategy's Expected Result/Impact:</b><br/>Increase campus CCMR accountability. Students will be prepared for post-secondary education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselors</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Guidance Counselors will look at transcripts and courses to ensure students will meet CCMR Accountability.</p> <p><b>Strategy's Expected Result/Impact:</b><br/>Increase campus CCMR accountability. Students will be prepared for post-secondary education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselors</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Counselors will meet with students and create a plan to enroll in classes.</p> <p><b>Strategy's Expected Result/Impact:</b><br/>Increase campus CCMR accountability. Students will be prepared for post-secondary education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselors</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p>                                 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student credits necessary for advancement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Counselors, and Parents</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> DAEP Counselor, Personalized learning materials, technology - Title One Homeless - \$35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - \$50,000, CIS, Supplemental learning materials and technology - State Comp Ed - \$200,000</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <p><b>Strategy 5:</b> Conduct 3 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Awareness of Student's Progress</p> <p>Increase Positive Parent Rapport</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Communities in School Representative</p> <p><b>Title I:</b><br/>2.4, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Parent and Community Engagement 1</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p> |

### Student Achievement

**Problem Statement 1:** Student academic performance and emotional stability decrease when students transition from one campus to another. **Root Cause:** Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.

### School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

### Parent and Community Engagement

**Problem Statement 1:** AEC student population need extra support both at home and school. **Root Cause:** Students and parents lack access to the necessary resources and information located within our public education system.

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

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

**High Priority**





**Indicators of Success:**

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

**Evaluation Data Sources:** Tracking Documents

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student credits necessary for graduation<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Counselors, and Parents</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Build a foundation of reading and math, Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/> <b>Problem Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1<br/> <b>Funding Sources:</b> DAEP Counselor, Personalized learning materials, technology - Title One Homeless - \$35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - \$50,000, CIS, Supplemental learning materials and technology - State Comp Ed - \$200,000</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |



| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Campus administrators will conduct biweekly meetings with counselors, attendance clerks, and Communities in School representatives to track and address students' attendance, behavior, and academic concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance, graduation, and academic levels</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Communities in School Representatives, and Attendance Clerks</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Intensive family support for students who transition from Ector County Youth Center and/or Texas Youth Commission.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the student graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus-wide monitoring</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1</p>   | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |
| <p><b>Problem Statement 2:</b> DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. <b>Root Cause:</b> DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.</p>   |

### Student Achievement

**Problem Statement 1:** Student academic performance and emotional stability decrease when students transition from one campus to another. **Root Cause:** Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.

### School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

### Parent and Community Engagement

**Problem Statement 1:** AEC student population need extra support both at home and school. **Root Cause:** Students and parents lack access to the necessary resources and information located within our public education system.

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

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





**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** Panorama Data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Implementation of SEL curriculum using the 7 Mindsets school-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student emotional and academic education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Counselors</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Culture and Climate 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability for staff members to recognize and report abuse<br/>Unite staff to develop and implement campus processes that address adverse childhood experiences</p> <p><b>Staff Responsible for Monitoring:</b> Campus-wide monitoring</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 1</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Collaborate with Ector County Youth Center to create a transition process where probation officers engage in monthly meetings with AEC instructional staff to monitor and review student academic levels and classroom behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful transition process that increases academic levels and promotes positive student behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and ECYC Leadership Team</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 1:</b> DAEP students disconnect from academics because they feel they have already been labeled with behavior problems. It is challenging to build a positive relationship with their teachers and administrators. <b>Root Cause:</b> Lack of understanding of adverse childhood experiences and implementing strategies to support students and parents.</p> |

### Demographics

**Problem Statement 2:** DAEP students are not graduating at the same rates as their peers. They have higher dropout and STAAR failure rates. **Root Cause:** DAEP students are removed from the traditional campuses for extended periods of time resulting in credit loss and academic gaps.

### Student Achievement

**Problem Statement 1:** Student academic performance and emotional stability decrease when students transition from one campus to another. **Root Cause:** Students are not familiar with the new learning environment and teacher expectations, so their academic performance and SEL decrease.

### School Culture and Climate

**Problem Statement 1:** Perception of students assigned to DAEP is recognized as merely a punitive placement for behavior, not as a continuation of quality academic instruction with integrated behavior support. **Root Cause:** Students' lack of progress in the public education system causes continued failure and thus their perception of school.

### Staff Quality, Recruitment, and Retention

**Problem Statement 2:** AEC has a negative perception of having "bad kids", so it's a struggle to hire staff. **Root Cause:** Lack of awareness and understanding of adverse childhood experiences.

### Parent and Community Engagement

**Problem Statement 1:** AEC student population need extra support both at home and school. **Root Cause:** Students and parents lack access to the necessary resources and information located within our public education system.