

Ector County Independent School District

The Stem Academy

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in Science



Mission Statement

The STEM Academy prepares students to be STEM college and career ready with a shared focus on collaboration, creativity, communication and critical thinking.

Vision

STEM educators will provide authentic learning experiences that support the needs of all students. STEM educators will collaborate to implement effective and engaging instructional strategies in the classroom.

Value Statement

Igniting Minds, Inspiring Innovators!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Engagement	11
School Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Board Goals	19
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.	19
Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.	28
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.	31
Board Goal 4: Classroom Excellence	34
Board Goal 5: Culture of Excellence	35
Campus Improvement Team	39

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: Math MAP (K-8)

By May 2026, at least 55% of students in grades K-8 will meet or exceed the national EOY RIT on the NWEA MAP Math 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 MAP Math assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a daily math intervention/enrichment block using MAP Growth data to target skills for Tier 2 and Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increase to 55% of students meeting or exceeding their projected growth.</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quarterly professional development for math teachers focused on conceptual understanding, scaffolding, and small-group instruction.</p> <p>Strategy's Expected Result/Impact: Increase in students meeting their projected Math growth</p> <p>Staff Responsible for Monitoring: Math teachers</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: STEM Middle School performance is a significant concern, with an overall D rating (68) in 2025. The most critical area is 7th grade math, which has remained at an F level for three consecutive years (scores: 45-59), contributing to an overall middle school math rating of D (65). Additionally, 8th grade social studies declined from a B (81) in 2022 to an F (59) in 2025. **Root Cause:** Instructional gaps and curriculum misalignment in middle school math and social studies, especially in 7th grade, are likely root causes. Contributing factors may include inconsistent intervention strategies, lack of targeted support for struggling learners, and possible teacher turnover or inexperience in tested grade levels.

Staff Quality, Recruitment, and Retention

Problem Statement 1: New and uncertified teachers often lack classroom readiness and require ongoing support to deliver high-quality instruction. **Root Cause:** Many teachers enter through alternative certification programs or no formal program that lack clinical teaching experiences, leaving them unprepared for real-world classroom demands.

Curriculum, Instruction, and Assessment

Problem Statement 1: The integration of STEM and Project-Based Learning (PBL) across grade levels is inconsistent, resulting in varying levels of rigor, real-world application, and student engagement in different classrooms. **Root Cause:** There is no campus-wide framework or vertical alignment plan for embedding PBL and STEM practices into the curriculum. Teachers have differing levels of training, resources, and confidence in designing and implementing high-quality, standards-aligned PBL experiences.

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 55% of students in grades K-8 will meet or exceed the national EOY RIT on the NWEA MAP Reading assessment.

High Priority

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: NWEA MAP Reading assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all K-5 ELAR teachers in Reading Academies focused on guided reading and literacy rotations in grades K-5 .</p> <p>Strategy's Expected Result/Impact: Increase % of students meeting or exceeding the projected growth.</p> <p>Staff Responsible for Monitoring: K-5 ELAR teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a structured independent reading program with progress monitoring (e.g., reading logs, digital platforms, or conferencing) to increase student stamina, fluency, and comprehension for students in middle school.</p> <p>Strategy's Expected Result/Impact: Increase % of students meeting or exceeding the projected Reading growth.</p> <p>Staff Responsible for Monitoring: Middle School ELAR teachers.</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</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 2 Problem Statements:

Student Achievement

Problem Statement 1: STEM Middle School performance is a significant concern, with an overall D rating (68) in 2025. The most critical area is 7th grade math, which has remained at an F level for three consecutive years (scores: 45-59), contributing to an overall middle school math rating of D (65). Additionally, 8th grade social studies declined from a B (81) in 2022 to an F (59) in 2025. **Root Cause:** Instructional gaps and curriculum misalignment in middle school math and social studies, especially in 7th grade, are likely root causes. Contributing factors may include inconsistent intervention strategies, lack of targeted support for struggling learners, and possible teacher turnover or inexperience in tested grade levels.

School Culture and Climate

Problem Statement 1: Implementation of PBL, college readiness initiatives, and STEM-focused learning is inconsistent across K-12, limiting student engagement and weakening the overall fidelity of the school's mission. **Root Cause:** There is a lack of vertically aligned training and planning time to ensure consistent execution of STEM pillars across all grade levels. Expectations for how the mission translates into daily practice are not clearly defined or reinforced.

Staff Quality, Recruitment, and Retention

Problem Statement 1: New and uncertified teachers often lack classroom readiness and require ongoing support to deliver high-quality instruction. **Root Cause:** Many teachers enter through alternative certification programs or no formal program that lack clinical teaching experiences, leaving them unprepared for real-world classroom demands.

Curriculum, Instruction, and Assessment

Problem Statement 1: The integration of STEM and Project-Based Learning (PBL) across grade levels is inconsistent, resulting in varying levels of rigor, real-world application, and student engagement in different classrooms. **Root Cause:** There is no campus-wide framework or vertical alignment plan for embedding PBL and STEM practices into the curriculum. Teachers have differing levels of training, resources, and confidence in designing and implementing high-quality, standards-aligned PBL experiences.

Technology

Problem Statement 1: Many teachers and students are not proficient in the use of educational technology tools, limiting their instructional impact. **Root Cause:** Professional development on classroom technology tools (e.g., ClassLink, Promethean boards, apps) has been inconsistent and not differentiated by skill 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 2026, the percentage of middle school students meeting grade level on the STAAR Reading assessment will increase from 44% to 50%.

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%, 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 Reading 6-8

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed writing across the curriculum practices to support comprehension and analysis. Strategy's Expected Result/Impact: 6-8 Reading % of achieving meets or exceeds will increase. Staff Responsible for Monitoring: 6-8 Reading Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement three-week data-driven reteach cycles using interim assessments to address student gaps. Strategy's Expected Result/Impact: 6-8 Reading % of achieving meets or exceeds will increase. Staff Responsible for Monitoring: 6-8 Reading Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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, the percentage of middle school students meeting grade level on the STAAR Math assessment will increase from 36% to 45%.

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: 2026 STAAR Math 6-8

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide after-school math tutorials and STAAR Prep Boot camps targeting problem-solving and algebra readiness.</p> <p>Staff Responsible for Monitoring: Middle School Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish monthly math teacher collaboration sessions to review student performance data, align instruction across grade levels, and identify priority TEKS for reteach.</p> <p>Staff Responsible for Monitoring: Dean of Teaching and Learning and Math Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 8th Grade Science STAAR

By May 2026, the percentage of students meeting grade level on the 8th Grade Science STAAR will increase from 52% to 58%.

Evaluation Data Sources: 2026 STAAR Science 8

Strategy 1 Details	Reviews			
Strategy 1: Implement spiral reviews of 6th-7th grade TEKS to address gaps leading into 8th grade science. Staff Responsible for Monitoring: All Science teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement spiral reviews of 6th-7th grade TEKS to address gaps leading into 8th grade science. Staff Responsible for Monitoring: All Science teachers.	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>				

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: 8th Grade Social Studies STAAR

By May 2026, the percentage of students meeting grade level on the 8th Grade Social Studies STAAR will increase from 37% to 45%.

Evaluation Data Sources: 2026 STAAR SS 8

Strategy 1 Details	Reviews			
Strategy 1: Integrate primary source analysis and DBQ-style writing into weekly instruction. Staff Responsible for Monitoring: SS grade 8 teacher	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use targeted vocabulary instruction to strengthen understanding of key historical and civics concepts. Staff Responsible for Monitoring: SS grade 8 teacher	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Algebra I EOC (taken in middle school)

By May 2026, the percentage of middle school students meeting grade level on the Algebra I EOC will increase from 65% to 72%.

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: 2026 STAAR Algebra I EOC

Strategy 1 Details	Reviews			
Strategy 1: Provide accelerated math support and peer tutoring for Algebra I students in 8th grade. Staff Responsible for Monitoring: Algebra I teacher	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use frequent benchmark assessments with reteach cycles to ensure mastery of readiness standards. Staff Responsible for Monitoring: Algebra I teacher	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>				

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: K-2 Reading MAP (Foundational Growth)

By May 2026, at least 55% of K-2 students will meet or exceed their projected growth on the NWEA MAP Reading 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 MAP Reading

Strategy 1 Details	Reviews			
Strategy 1: Implement daily phonics and phonemic awareness instruction using evidence-based resources to strengthen foundational literacy. Staff Responsible for Monitoring: k-2 Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use progress monitoring every 3 weeks (running records, MAP checkpoints) to adjust small-group reading instruction for struggling students. Staff Responsible for Monitoring: k-2 Teachers	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Reading MAP (Grade-Level Readiness)

By May 2026, at least 55% of K-2 students will meet or exceed the national RIT on the NWEA MAP Reading 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 MAP Reading

Strategy 1 Details	Reviews			
Strategy 1: Integrate guided reading and leveled text practice to build fluency and comprehension. Staff Responsible for Monitoring: K-2 Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide family literacy workshops and take-home reading resources to support reading practice outside of school. Strategy's Expected Result/Impact: Family Literacy Night Staff Responsible for Monitoring: STEM Family Events Team Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Secondary parental involvement is significantly lower than expected, reducing collaboration and support in student learning. Root Cause: Events may not be aligned with secondary family interests or schedules, and attendance data is not consistently analyzed to inform event planning.

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: 3rd Grade Reading STAAR

By May 2026, the percentage of 3rd grade students meeting grade level on the STAAR Reading assessment will increase from 34% to 42%.

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: 2026 STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Implement data-driven small-group reading interventions during daily literacy blocks targeting comprehension and vocabulary. Staff Responsible for Monitoring: 3rd Grade ELAR	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use interim STAAR-aligned assessments every 9 weeks to track mastery of readiness standards and reteach gaps. Staff Responsible for Monitoring: ELAR Teachers	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>				

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: CCMR

By May 2026, at least 98% of graduates will meet CCMR standards through dual credit maintaining STEM Academy's historically high performance.

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%, 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: On Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Strengthen early advising systems for 9th-10th grade students to ensure timely completion of dual credit and TSIA2 readiness.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide structured support for ECHS students through embedded study skills, tutoring, and professor-led office hours to increase success rates in dual credit courses.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Attendance

By May 2026, the student attendance rate will improve from 94% to 96%, with focused improvement for Economically Disadvantaged and high-mobility students.

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

Strategy 1 Details	Reviews			
Strategy 1: Continued support through attendance monitoring system with tiered interventions, including parent notifications, mentorship, and attendance contracts.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Develop student incentives and recognition programs (weekly, monthly, semester) to celebrate high attendance at both individual and grade levels.	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>				

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: Discipline

By May 2026, the number of exclusionary discipline incidents (ISS/OSS) will decrease by 15%, with a focus on reducing disproportionality for male and Hispanic students.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: Expand Positive Behavior Interventions and Supports (PBIS) and SEL practices campus-wide to promote a positive culture and reduce classroom disruptions.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide teacher training on restorative practices to address behavior concerns through reflection and problem-solving instead of exclusion.	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>				

Board Goal 4: Classroom Excellence

Board Goal 5: Culture of Excellence

Performance Objective 1: Project-Based Learning (PBL)

By May 2026, at least 85% of students will participate in at least one PBL showcase or project presentation per semester, demonstrating authentic learning aligned to grade-level TEKS.

Strategy 1 Details	Reviews			
Strategy 1: Host semester family engagement nights where students present PBL products to families and community partners. Staff Responsible for Monitoring: Family Engagement Team and PLTW Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with cross-grade collaboration time to design vertically aligned PBL units. Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Implementation of PBL, college readiness initiatives, and STEM-focused learning is inconsistent across K-12, limiting student engagement and weakening the overall fidelity of the school's mission. Root Cause: There is a lack of vertically aligned training and planning time to ensure consistent execution of STEM pillars across all grade levels. Expectations for how the mission translates into daily practice are not clearly defined or reinforced.
Staff Quality, Recruitment, and Retention
Problem Statement 1: New and uncertified teachers often lack classroom readiness and require ongoing support to deliver high-quality instruction. Root Cause: Many teachers enter through alternative certification programs or no formal program that lack clinical teaching experiences, leaving them unprepared for real-world classroom demands.
Curriculum, Instruction, and Assessment
Problem Statement 1: The integration of STEM and Project-Based Learning (PBL) across grade levels is inconsistent, resulting in varying levels of rigor, real-world application, and student engagement in different classrooms. Root Cause: There is no campus-wide framework or vertical alignment plan for embedding PBL and STEM practices into the curriculum. Teachers have differing levels of training, resources, and confidence in designing and implementing high-quality, standards-aligned PBL experiences.

Board Goal 5: Culture of Excellence

Performance Objective 2: STEM Education

By May 2026, at least 60% of students will engage in STEM-focused extracurriculars such as SPARKS clubs, or student organization/club, as tracked by participation rosters.

Strategy 1 Details	Reviews			
Strategy 1: Expand access to SPARKS clubs and extracurricular STEM opportunities to ensure equity across grade levels. TEA Priorities: Connect high school to career and college Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Partner with local industry and university faculty to bring STEM professionals into classrooms and after-school events. Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Implementation of PBL, college readiness initiatives, and STEM-focused learning is inconsistent across K-12, limiting student engagement and weakening the overall fidelity of the school's mission. Root Cause: There is a lack of vertically aligned training and planning time to ensure consistent execution of STEM pillars across all grade levels. Expectations for how the mission translates into daily practice are not clearly defined or reinforced.
Family and Community Engagement
Problem Statement 1: Secondary parental involvement is significantly lower than expected, reducing collaboration and support in student learning. Root Cause: Events may not be aligned with secondary family interests or schedules, and attendance data is not consistently analyzed to inform event planning.
School Organization
Problem Statement 1: The school's mission and vision are not consistently integrated into PLCs, instructional practices, or decision-making processes. Root Cause: There is a lack of ongoing training and reinforcement of the school's mission and instructional priorities, resulting in inconsistent implementation across teams.

Board Goal 5: Culture of Excellence

Performance Objective 3: College Readiness

By May 2026, at least 90% of students in grades 6-12 will participate in at least one college readiness activity per semester (dual credit advising, FAFSA night, or college/career workshop).

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer college readiness family nights twice per year focused on dual credit, FAFSA, and CCMR pathways.</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed study skills, organizational tools, and AVID strategies into Success Center programming to build readiness habits.</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The Early College High School is currently not meeting Outcome-Based Measures (OBM) for Access, with the percentage of at-risk students in grades 9-12 falling more than 25% below the district average and the percentage of economically disadvantaged students falling more than 10% below the district average. This underrepresentation limits equitable access to college-readiness opportunities for the Root Cause: Limited targeted outreach and recruitment efforts may be unintentionally excluding at-risk and economically disadvantaged students. Additionally, misconceptions among families and middle school counselors about the rigor and accessibility of Early College High School may deter qualified students from applying.</p>
Student Achievement
<p>Problem Statement 1: STEM Middle School performance is a significant concern, with an overall D rating (68) in 2025. The most critical area is 7th grade math, which has remained at an F level for three consecutive years (scores: 45-59), contributing to an overall middle school math rating of D (65). Additionally, 8th grade social studies declined from a B (81) in 2022 to an F (59) in 2025. Root Cause: Instructional gaps and curriculum misalignment in middle school math and social studies, especially in 7th grade, are likely root causes. Contributing factors may include inconsistent intervention strategies, lack of targeted support for struggling learners, and possible teacher turnover or inexperience in tested grade levels.</p>

School Culture and Climate

Problem Statement 1: Implementation of PBL, college readiness initiatives, and STEM-focused learning is inconsistent across K-12, limiting student engagement and weakening the overall fidelity of the school's mission. **Root Cause:** There is a lack of vertically aligned training and planning time to ensure consistent execution of STEM pillars across all grade levels. Expectations for how the mission translates into daily practice are not clearly defined or reinforced.

Family and Community Engagement

Problem Statement 1: Secondary parental involvement is significantly lower than expected, reducing collaboration and support in student learning. **Root Cause:** Events may not be aligned with secondary family interests or schedules, and attendance data is not consistently analyzed to inform event planning.

School Organization

Problem Statement 1: The school's mission and vision are not consistently integrated into PLCs, instructional practices, or decision-making processes. **Root Cause:** There is a lack of ongoing training and reinforcement of the school's mission and instructional priorities, resulting in inconsistent implementation across teams.

Campus Improvement Team

Committee Role	Name	Position
Member	Pauline Williamson	Teacher
Member	Gordon Wang	Teacher
Member	Phylis Solomon	Nurse
Member	Shanice Smith	Teacher
Member	Monica Pinson	Teacher
Member	Jennifer Melgoza	Attendance
Member	Roberto Martinez	Teacher
Member	Patricia Gaytan	Teacher
Member	Robert Funderburg	Teacher
Member	Jaimie Enriquez	Counselor
Member	Jennifer Coleman	Counselor
Member	Manuel Gonzales	Director
Member	Nancy Flores	PEIMS
Member	Kathleen Halford	Director
Member	Jacob Green	Dean
Member	Amy Anderson	Dean
Member	Candi Sikes	Director
Member	Shannon Davidson	Ex. Director