

Clint Independent School District

Clint ISD Early College Academy

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness



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Comprehensive Needs Assessment

Demographics

Demographics Summary

| Demographic Label Student (Anticipated) | Figures |
|-----------------------------------------|------------|
| Total Enrollment | 309 |
| Female to Male | 61% to 39% |
| Hispanic | 97% |
| White | 2% |
| African American | 2% |
| Asian | |
| Economically Disadvantaged | |
| At Risk | 48% |
| LEP | 19% |
| Special Education | 4% |
| GT | 13% |
| 9th grade | 87 |
| 10th | 82 |
| 11th | 82 |
| 12th | 86 |

Clint Early College Academy Faculty and Staff:

Number of students:309

Number of Teachers: 17

Administrators:2

Counselors: 1

Office Support including nurse: 6

Custodial staff: 4

Demographics Strengths

Clint Early College Academy's demographic data reflects the guiding principles of Early College High School initiatives, particularly the intentional recruitment and acceptance of underrepresented and underprivileged students. This approach ensures equitable access to rigorous college-level curriculum and the opportunity to earn up to 60 college credit hours while in high school.

The percentage of Limited English Proficient (LEP) students has demonstrated consistent growth, increasing from 3% in 2018–2019 to 19% in 2024–2025. This trend highlights the urgent need to strengthen support structures and instructional systems that address the academic and linguistic needs of LEP learners. Currently, tutoring is offered once per week; however, expanding these services will be essential as enrollment continues to diversify.

Over 70% of CECA students are first-generation college aspirants. While the proportion of English Language Learners (ELL) remains comparatively modest, language acquisition remains a significant challenge for many students. Deficiencies in reading and writing skills impede progress toward meeting Texas Success Initiative (TSI) literacy standards, which are critical for eligibility in college-level coursework. To address this, targeted and intensive interventions are required, including direct instruction in reading to offset persistent gaps in foundational literacy skills. Evidence of these gaps is reflected across multiple assessment measures, including End-of-Course (EOC) advanced performance levels, TSIA, SAT, and PSAT scores.

Enrollment data further demonstrates the increasing demand for CECA, with a growing number of families applying each year. This trend reflects a strong commitment among families to providing their children with early access to postsecondary opportunities and academic pathways that prepare them for long-term success in higher education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CECA serves a diverse student body in alignment with Early College High School principles, prioritizing underrepresented and underprivileged students. While this mission expands access to higher education, significant gaps in language acquisition and literacy skills persist. The Limited English Proficient (LEP) population has increased from 3% in 2018-2019 to ??% in 2024-2025, creating a growing n

Root Cause: Tutoring opportunities are offered only once per week, restricting access to consistent academic support. District-wide gaps in literacy instruction contribute to deficiencies evident in EOC Advanced performance levels, TSIA, SAT, and PSAT scores. Increasing numbers of LEP students require expanded structures and supports for language acquisition.

Student Learning

Student Learning Summary

| Algebra I 2025 Spring | | | | | | | | | |
|--------------------------|---------------------|--------------------|---------------|-----------------|--|--|--|--|--|
| | 2025 Total Students | 2025 Approaches GL | 2025 Meets GL | 2025 Masters GL | | | | | |
| CECA | 45 | 93% | 56% | 29% | | | | | |
| District | 748 | 84% | 48% | 23% | | | | | |
| | | | | | | | | | |
| Biology 2025 Spring | | | | | | | | | |
| | 2025 Total Students | 2025 Approaches GL | 2025 Meets GL | 2025 Masters GL | | | | | |
| CECA | 64 | 98% | 75% | 19% | | | | | |
| DISTRICT | 763 | 89% | 51% | 10% | | | | | |
| | | | | | | | | | |
| English I 2025 Spring | | | | | | | | | |
| | 2025 Total Students | 2025 Approaches GL | 2025 Meets GL | 2025 Masters GL | | | | | |
| CECA | 68 | 97% | 85% | 28% | | | | | |
| District | 892 | 62% | 47% | 9% | | | | | |
| | | | | | | | | | |

| Algebra I 2025 Spring | | | | | | | | | |
|---------------------------|---------------------|--------------------|---------------|-----------------|--|--|--|--|--|
| | 2025 Total Students | 2025 Approaches GL | 2025 Meets GL | 2025 Masters GL | | | | | |
| English II 2025 Spring | | | | | | | | | |
| | 2025 Total Students | 2025 Approaches GL | 2025 Meets GL | 2025 Masters GL | | | | | |
| CECA | 80 | 100% | 95% | 14% | | | | | |
| District | 915 | 71% | 54% | 5% | | | | | |

In preparing students to be college-ready, successful on End-of-Course exams, and proficient in Pre-AP coursework, CECA faculty and administration are committed to the implementation of the following strategies:

- **Schoolwide implementation of *Talk, Read, Talk, Write*** to strengthen literacy and academic discourse across all content areas.
- **Mandatory tutoring** to ensure timely intervention and targeted support for all students.
- **Data-driven instruction** guided by MAP progress measures to inform curriculum decisions, monitor growth, and prepare students in advance of summative assessments.
- **Pathway to College course** designed to equip students with the skills, strategies, and supports needed to thrive in rigorous academic settings.
- **Adoption of high-quality instructional materials**, including Bluebonnet Learning, Carnegie Math, StudySync, and the **Choices Curriculum from Brown University**, to ensure access to engaging and rigorous learning experiences.
- **Alignment of high school coursework with college expectations** to provide a seamless transition into dual-credit and postsecondary classes.

Student Learning Strengths

Student performance data reflects notable strengths across multiple academic indicators. According to Fall-to-Spring MAP assessments:

- **67% of 9th graders met or exceeded their individual growth targets in Reading.**
- **79% of 9th graders met or exceeded their growth target in Algebra I.**
- **96% of 9th graders demonstrated growth in Life Science.**

- 54% of 10th graders met or exceeded their individual growth targets in Reading.
- In addition, 19 of the 53 students assessed on TELPAS will exit the program this year—an improvement compared to the prior year. The Class of 2025 demonstrated remarkable success, with 65% of graduates earning an Associate of Arts degree at the time of high school graduation.

State accountability measures also affirm these strengths: STAAR/EOC scores exceeded both district and state averages, with consistent growth from 2024 to 2025 at the *Meets* and *Masters* performance levels.

Teachers consistently implement research-based strategies that align with CECA’s instructional priorities.

A culture of high expectations exists, encouraging students to persist in rigorous coursework.

Early College design structures support students’ access to college-level rigor and accelerated credit attainment.

Instructional practices further strengthen student learning outcomes. Key areas of excellence include:

1. **Classroom Talk** – promoting academic discourse and deeper engagement.
2. **Scaffolding** – supporting diverse learners through structured instructional supports.
3. **Writing to Learn** – integrating literacy across disciplines to enhance comprehension.
4. **Collaborative Group Work** – fostering peer-to-peer learning and critical thinking.

- Teachers consistently implement research-based strategies that align with CECA’s instructional priorities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance at the Meets and Masters levels across all tested areas remains below the desired threshold for college and career readiness.

Root Cause: MAP assessment data indicates that a significant portion of students are entering CECA at lower instructional levels, a trend that has persisted . This ongoing pattern limits the ability of students to reach advanced performance standards without targeted interventions.

Problem Statement 2: While overall student academic performance has been acceptable, concerning trends are emerging in the form of increased college probations, course suspensions, and withdrawals. These indicators suggest that students require additional support to strengthen academic skills necessary for sustained success in dual credit and college-level coursework.

Root Cause:

Students are accelerated into college-level courses earlier than is typical in traditional settings. As a result, they must rapidly acquire advanced academic, study, and self-management skills to meet the heightened rigor and expectations of college coursework.

School Processes & Programs

School Processes & Programs Summary

The Clint ISD Early College Academy (CECA) provides students with access to robust academic pathways, including the opportunity to earn an Associate of Arts degree from El Paso Community College (EPCC) as well as structured programs that prepare students for seamless transfer to the University of Texas at El Paso (UTEP). Teachers play an essential role in supporting students to succeed in these rigorous programs, fostering both academic achievement and persistence.

Survey feedback from teachers, parents, and students indicates a strong need to enhance student support systems. Data from counseling visits, course withdrawals, and student feedback highlights the demand for greater social-emotional support structures. Students consistently report high stress levels associated with the rigor of early college coursework, particularly as performance and skill gaps become more apparent when transitioning into AP and dual-credit courses. Specific areas of student need include time management, writing, reading, mathematics, organizational strategies, and overall academic resilience. Parents also express a desire for greater transparency and communication regarding assessment results and course performance.

Staffing remains a notable strength. The campus retained 17 of 17 teachers, and the single math vacancy was filled promptly in May of 2025, reflecting CECA's status as a highly desirable workplace for educators. Teacher recruitment emphasizes advanced academic preparation, with preference given to candidates who hold a master's degree in their content area. A majority of teachers already possess or are pursuing advanced degrees. While the interview process traditionally requires candidates to conduct a model lesson with CECA students.

Professional development remains closely aligned to the college-readiness mission of CECA and the academic needs of students. Most professional learning opportunities are conducted on campus, maximizing teacher availability for student support. Instruction is further strengthened through the continued use of high-quality instructional materials and district initiatives such as *Talk, Read, Talk, Write*.

Technology integration has been prioritized through a comprehensive needs assessment. Investments have been made in interactive panels, laptops, and desktop computers for both classrooms and office staff to ensure access to high-quality instructional tools. Additionally, five new interactive panels have been installed in the Student Union, enabling students to engage in collaborative learning, research, and study circles.

A strong college-going culture continues to be cultivated across the CECA community. This culture is embedded in the school's mission statement—originally developed by CECA faculty in 2012 and revised in 2015 and again in 2023. The mission emphasizes daily communication of college readiness and academic rigor by all staff to both students and parents, reinforcing CECA's commitment to graduating students with an Associate of Arts degree. This emphasis on rigor must be balanced with an environment that nurtures academic growth and provides robust social-emotional support to ensure student well-being.

Finally, the TEA Early College High School (ECHS) Blueprint serves as the guiding framework for campus priorities. All teachers reviewed the blueprint in July 2023 to ensure alignment between campus practices and state expectations. The primary focus is on strengthening academic preparedness, ensuring student success in college-level coursework, and facilitating smooth transitions from the Associate of Arts degree plan to bachelor's degree programs.

School Processes & Programs Strengths

Clint ISD Early College Academy maintains a strong, student-centered culture that emphasizes safety, respect, and support for academic success. Students consistently report feeling safe on campus, respected by faculty and staff, and supported when struggling with assignments. Likewise, families affirm that they are welcomed into the school community, treated with respect, and provided with resources that support their child's learning.

Staffing and Professional Development

In its commitment to hiring, retaining, and developing highly qualified educators, CECA prioritizes the following:

- Fostering a collaborative and professional culture that supports teacher growth and innovation.
- Enhancing recruitment strategies to attract talented educators through promotion of CECA's mission and opportunities, including participation in university job fairs when needed.
- Continuing to provide targeted professional development in core academic areas—mathematics, science, reading, and writing—alongside research based instructional strategies (RBIS), college readiness practices, and alignment with the ECHS Blueprint.
- Prioritizing candidates with advanced degrees, while supporting current staff in pursuing further education.

Student Support Systems

CECA implements intentional structures to ensure that students are prepared for the academic rigor of early college coursework. These include:

- *Pathway to College*, a course offered campus-wide to strengthen readiness skills.
- An advisory period embedded into the master schedule, designed to provide academic guidance and preparation for dual-credit coursework.
- Dual counseling support from both CISD and EPCC, ensuring students receive guidance in navigating college coursework as well as social-emotional support to manage the stress of accelerated academic expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students at the Early College experience elevated levels of stress due to the heightened rigor and unfamiliar structures of pre-college and college coursework.

Root Cause: The transition from middle school to 9th grade within the Early College model represents a significant shift in academic expectations and instructional demands, creating challenges for students as they adjust to increased rigor and responsibility.

Problem Statement 2: Students need to strengthen resilience and independence in order to effectively manage the demands of rigorous coursework and increased academic responsibilities.

Root Cause: Students are entering high school and college-level courses at an accelerated pace. The challenges associated with this early transition are a natural part of adapting to advanced academic expectations.

Perceptions

Perceptions Summary

The culture and climate at CECA are evolving toward a stronger sense of collaboration and community. Administration and teachers are working intentionally to build relationships with one another, fostering a culture of trust, support, and flexibility. This collaborative spirit is extending to students, where a greater sense of belonging and community is emerging. Recognizing the challenges associated with rigorous academics, teachers sponsor a variety of clubs and organizations that provide students with opportunities for connection, balance, and personal growth. These activities are embedded within a supportive environment that nurtures students' social, emotional, and intellectual development.

Campus data, including counseling visits, course withdrawals, and student feedback, underscores the need for continued enhancement of social-emotional supports. CECA is committed to addressing these needs by ensuring families remain engaged and well-informed. The campus maintains an open-door policy for parents and ensures that all communication—whether written or oral—is accessible in families' preferred languages. All key documents, including agendas, brochures, presentations, letters, and admissions applications, are translated into Spanish. When information is distributed in advance or in place of meetings, the mass notification system delivers messages in both English and Spanish, ensuring equitable access to communication for all families.

Perceptions Strengths

One of CECA's greatest strengths is its strong partnership with El Paso Community College (EPCC), which provides students with direct access to college coursework and a clear pathway toward postsecondary success.

In 2024–2025, CECA expanded opportunities for parental involvement as part of its commitment to supporting students both academically and socially. As a condition of student recruitment and acceptance, all parents participate in an initial interview process. During this process, they are informed of their responsibility to attend mandatory school functions and meetings that focus on preparing students for the demands of college coursework. Parents receive guidance on how to support their children academically, including assisting with homework, monitoring grades and progress at both CECA and EPCC, accessing scholarship and financial aid opportunities, navigating college systems and policies, and recognizing warning signs of stress or self-harm behaviors.

To ensure equitable access, CECA provides comprehensive Spanish translation services. All communication, including meetings, documents, and digital alerts, is made available in English and Spanish. Live translation is offered during meetings, allowing parents to fully engage in discussions and decision-making.

Recognizing the connection between home and school in fostering student resilience, CECA also provides parent workshops focused on social-emotional learning and mental health. Through a contracted partnership, sessions will be offered on topics such as building resiliency at home, personal self-care for parents, strategies for supporting children's self-management, and tools for helping students navigate personal relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With over 70% of CECA students identified as first-generation college goers, many parents lack familiarity with college systems, available supports, and academic expectations. As a result, there is a critical need to provide families with information and resources that will empower them to effectively support their children through the college enrollment and completion process.

Root Cause: The rapid increase in academic rigor from middle school to Early College coursework creates challenges not only for students but also for parents, who often struggle to understand the shift in expectations and the rationale behind instructional methods designed to build the stamina and skills necessary for access to and success in selective universities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.


Performance Objective 1: CECA will intentionally monitor and support student academic growth through a seamless alignment of high school and college-level curriculum and instruction. Targeted strategies will be implemented to strengthen student performance in high school coursework, dual credit courses, and college readiness assessments, including the PSAT, SAT, TSIA, AP exams, and college courses.







Evaluation Data Sources: By May 2026, CECA students will demonstrate measurable academic growth as evidenced by:

A 5% increase in the percentage of students achieving Meets and Masters performance levels on STAAR EOC exams in Math, English I, English II, Biology, and U.S. History compared to the previous year.

Growth on NWEA MAP assessments from Fall to Spring in mathematics, reading, and language usage, with at least 70% of students meeting or exceeding projected growth targets.

Improved college readiness indicators, including a 10-point increase in average SAT Evidence-Based Reading/Writing and Math scores and an increase in TSIA passing rates for dual credit eligibility.

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: CECA will continue to implement the NWEA MAP testing suite to monitor student growth and ensure alignment between high school and college readiness standards in mathematics, reading, and language usage. Teachers and administrators will use the data to identify areas of instructional need and provide targeted support. MAP results will be directly connected to STAAR EOC performance and college readiness benchmarks (SAT/TSIA).</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 70% of CECA students will meet or exceed their projected growth targets on the NWEA MAP assessment in mathematics, reading, and language usage. This progress will directly contribute to a 5% increase in the number of students achieving Meets and Masters levels on STAAR EOC exams and an average 10-point increase in SAT Evidence-Based Reading/Writing and Math scores compared to baseline data.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coach, and teachers in Math, ELA primarily but others have access to use the data</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |

| Strategy 2 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 2: CECA will implement a comprehensive tutoring program that provides multiple opportunities for academic support, including:</p> <p>One-hour after-school tutoring sessions</p> <p>Two-hour Friday sessions</p> <p>Four-hour Saturday sessions with transportation provided for students living at a distance</p> <p>Summer bridge and intervention courses for STAAR-EOC and AP exam preparation</p> <p>Tutoring will be available across core and non-core areas, with additional emphasis on credit recovery and acceleration opportunities.</p> <p>Strategy's Expected Result/Impact: By May 2026, students participating in CECA's extended tutoring and intervention programs will demonstrate at least a 10% increase in passing rates on STAAR EOC exams in all tested areas compared to Fall baseline performance. In addition, 90% of participating students will successfully complete credit recovery or acceleration opportunities, ensuring progress toward on-time graduation and college readiness benchmarks.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, curriculum coach and content-area teachers.</p> <p>Funding Sources: EXTRA DUTY FOR TEACHERS CONDUCTING TUTORING - 211 ESEA, TI A IMP - \$20,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will engage in structured data analysis of MAP, EOC, and other student performance measures, collaborating beyond the regular instructional day to design and implement targeted intervention plans that address the specific needs of students requiring additional support in core content areas.</p> <p>Strategy's Expected Result/Impact: By May 2026, teachers will collaboratively analyze MAP, EOC, and other student data points to design and implement targeted intervention plans. As a result, students receiving interventions will demonstrate at least a 7% increase in proficiency rates in core content STAAR EOC exams compared to Fall baseline data. Additionally, 80% of students identified for intervention will show measurable growth on MAP assessments in mathematics, reading, and language usage.</p> <p>Staff Responsible for Monitoring: Administration, curriculum coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Teacher pay for afterschool and weekend planning sessions - 211 ESEA, TI A IMP - \$1,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| <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> | | | | |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.


Performance Objective 2: CECA will implement systemic supports to strengthen campus capacity in meeting state and federal accountability requirements, ensuring equitable access to high-quality instruction. Efforts will focus on closing achievement gaps among all student groups, with particular emphasis on Emergent Bilingual and Special Education students, by the end of the 2025-2026 school year.


Evaluation Data Sources: By May 2026, CECA will reduce performance gaps among Emergent Bilingual and Special Education students by at least 10% in reading and mathematics proficiency rates as measured by STAAR EOC assessments. In addition:



70% of Emergent Bilingual students will demonstrate at least one level of growth on TELPAS.


70% of Special Education students will meet or exceed projected growth targets on NWEA MAP assessments in reading and mathematics.


The overall college readiness rate (TSIA/SAT/PSAT/AP) for all student groups will increase by 5% compared to 2024-2025 results.





| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Teachers across all departments, with an emphasis on English Language Arts, will integrate more rigorous text selections, study guides, and writing assessments into instruction. This will include evidence-based analysis, literary analysis, and vocabulary development to strengthen reading comprehension and writing skills. Instructional practices will align with college readiness standards to improve student performance on TSIA, STAAR, and PSAT/SAT assessments. Novels and complex reading materials will be incorporated to increase rigor and raise expectations for all students.</p> <p>Strategy's Expected Result/Impact: By May 2026, CECA students will demonstrate measurable improvement in literacy and college readiness as evidenced by:</p> <p>A 5% increase in students achieving Meets and Masters levels on the English I and English II STAAR EOC exams compared to the previous year.</p> <p>A 10% increase in students reaching college readiness benchmarks on the PSAT/SAT Evidence-Based Reading and Writing section.</p> <p>At least 70% of students attempting the TSIA Reading/Writing assessment will earn a passing score, demonstrating readiness for dual credit coursework.</p> <p>Staff Responsible for Monitoring: Principal, curriculum coach, ELA teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Texquest, Overdrive Sora, Novels - 199 GENERAL FUND - \$500, Reading materials - 211 ESEA, TI A IMP - \$900, TSI study guides - 199 GENERAL FUND - \$1,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |

| Strategy 2 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 2: Teachers will implement sheltered instruction strategies and provide targeted language supports to address the needs of Emergent Bilingual students. Instruction will emphasize academic vocabulary development, comprehension of complex texts, and opportunities for structured speaking and writing practice across all content areas. Progress monitoring will be embedded through TELPAS, MAP Reading, and classroom-based assessments to ensure students are making measurable gains in language proficiency and content mastery.</p> <p>Strategy's Expected Result/Impact: By May 2026, Emergent Bilingual students at CECA will demonstrate measurable growth in both language proficiency and academic achievement as evidenced by:</p> <p>At least 70% of EB students increasing one proficiency level on TELPAS in Listening, Speaking, Reading, or Writing.</p> <p>A 5% increase in the percentage of EB students achieving Meets and Masters levels on STAAR EOC exams in English I, English II, Biology, and U.S. History compared to the previous year.</p> <p>At least 65% of EB students meeting or exceeding their projected growth targets on the NWEA MAP Reading assessment.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum coach, and 9th/10th-grade teachers, and all advisory teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |

| Strategy 3 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 3: CECA will purchase and implement supplemental curricular materials from Brown University to strengthen AP Social Studies instruction. Resources will support alignment across AP World History, AP U.S. History, and AP Human Geography, ensuring vertical coherence and integration with the U.S. History EOC curriculum. Teachers will use these materials to deepen rigor, enhance critical thinking, and provide students with targeted preparation for both AP exams and state assessments.</p> <p>Strategy's Expected Result/Impact: By May 2026, students enrolled in AP Social Studies courses will demonstrate measurable academic growth as evidenced by:</p> <p>A 10% increase in the percentage of students earning a passing score (3 or higher) on AP World History, AP U.S. History, and AP Human Geography exams compared to 2024-2025 results.</p> <p>A 5% increase in the number of students achieving Masters performance level on the U.S. History STAAR EOC exam.</p> <p>At least 70% of students enrolled in AP Social Studies courses meeting or exceeding projected growth targets on NWEA MAP Reading, reflecting stronger historical analysis and literacy skills.</p> <p>Staff Responsible for Monitoring: social studies teachers, curriculum coach and administration</p> <p>Funding Sources: The Chose Program from Brown University - 211 ESEA, TI A IMP - \$1,660</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: CECA will purchase additional instructional materials and classroom supplies to support students identified as needing specialized services, including Special Education and Bilingual Education. These resources will provide targeted support for language development, research skills, and classroom accommodations to ensure equitable access to rigorous instruction and opportunities for success.</p> <p>Strategy's Expected Result/Impact: By May 2026, students receiving Special Education and Bilingual Education services will demonstrate measurable growth as evidenced by:</p> <p>At least 70% of identified students meeting or exceeding projected growth targets on NWEA MAP Reading and Language Usage assessments.</p> <p>A 5% increase in STAAR EOC Meets and Masters performance levels in English I, English II, and U.S. History among students receiving accommodations compared to 20234-2025 results.</p> <p>Improved classroom performance, with 80% of targeted students successfully completing classroom projects that demonstrate growth in reading, writing, listening, and speaking skills.</p> <p>Staff Responsible for Monitoring: LPAC and SPED Administrator</p> <p>Funding Sources: general supplies - 199 GENERAL FUND - 199 11 63XX...23 - \$200, general supplies - 199 GENERAL FUND - 199 11 63XX...25 - \$1,200</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |

| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: CECA will provide rigorous after-hours academic support, including tutoring, Saturday camps, and Friday Academies, to address gaps in student learning across core content areas. Participation will be determined by student performance data from MAP, STAAR/EOC, and HB4545 requirements. To remove barriers to access, CECA will provide transportation for students attending after-hours sessions.</p> <p>Strategy's Expected Result/Impact: By May 2026, students participating in CECA's extended academic support programs will demonstrate:</p> <p>A 10% decrease in achievement gaps between student subgroups as measured by STAAR EOC Meets and Masters performance levels.</p> <p>At least 75% of participating students showing one or more levels of growth on NWEA MAP assessments in mathematics, reading, or language usage.</p> <p>Improved academic readiness, with at least 70% of participating students earning passing grades in EPCC dual credit courses and improved outcomes on state assessments.</p> <p>Staff Responsible for Monitoring: Administration, teachers and curriculum coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Transportation costs - 211 ESEA, TI A IMP - \$3,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |

| Strategy 6 Details | Reviews | | | |
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| <p>Strategy 6: Teachers will implement small-group interventions across core content areas using evidence-based instructional practices, including the Talk, Read, Talk, Write (TRTW) strategy. These interventions will focus on strengthening reading comprehension, academic vocabulary, and writing skills through structured discussion, close reading, and written response activities. Groups will be designed to target specific student needs identified through MAP, STAAR, and classroom performance data.</p> <p>Strategy's Expected Result/Impact: By May 2026, students participating in small-group TRTW interventions will demonstrate:</p> <p>At least a 10% increase in reading comprehension and vocabulary proficiency as measured by NWEA MAP Reading.</p> <p>A 5% increase in STAAR Meets and Masters performance levels in English I, English II, Biology, and U.S. History, reflecting improved academic language skills.</p> <p>Improved writing proficiency, with 70% of targeted students showing growth of one performance level or higher on campus-based writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, teachers and curriculum coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.


Performance Objective 3: CECA will provide students with meaningful opportunities to become college- and career-ready throughout the 2025-2026 school year




Evaluation Data Sources: By May 2026, CECA will strengthen student college and career readiness as evidenced by:







A 5% increase in student enrollment and successful completion of college courses with a reduction in course drops and students in negative academic standing.

A 10% increase in the percentage of students enrolled in and passing AP courses as reflected in the State Accountability CCMR report.

At least 70% of CECA graduates meeting one or more CCMR indicators (AP, SAT/TSIA, dual credit, industry certifications, or military readiness).

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: CECA will secure college textbooks and access codes in cost-effective formats for all courses, including binders and sheet protectors for loose-leaf texts. Instructional, organizational, and general supplies will also be provided for college courses across majors/minors and core content areas. Additional materials will be purchased to prepare students for the demands of college-level coursework and campus life.</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 90% of students enrolled in dual credit courses will have access to necessary instructional materials, contributing to a 5% reduction in course drops and a 5% increase in successful completion rates compared to 2024-2025.</p> <p>Staff Responsible for Monitoring: Principal and budget clerk</p> <p>Funding Sources: Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410 11 6321 00 009 0 11, Textbooks - 199 GENERAL FUND - 199 11 6321 00 009 0 38 - \$15,000, CLASSROOM FURNITURE - 211 ESEA, TI A IMP - 6371 - \$5,000, Textbooks, Binders and sheet protectors, instructional supplies required in college courses. - 211 ESEA, TI A IMP - \$25,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Moderate Progress</p> | | | |

| Strategy 2 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 2: CECA will prepare students for college course placement by administering the TSIA2 exam. Math and ELA teachers will receive professional development on TSIA2 requirements to embed college readiness standards into core instruction. Students will participate in TSIA2-focused preparation through core classes, summer bridge programs, and targeted boot camps.</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 75% of tested students will pass the TSIA2 in Reading, Writing, and Math, allowing enrollment in college-level courses. Additionally, 100% of core teachers will receive professional development to integrate TSIA2 requirements into instruction.</p> <p>Staff Responsible for Monitoring: Principal and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college -</p> <p>Funding Sources: TSI Units from College Board - 199 GENERAL FUND, Professional Development Fees - 211 ESEA, TI A IMP, Teacher Pay for Curriculum Planning - 211 ESEA, TI A IMP - 211 E 11 6125 00 009 2 30, - 211 ESEA, TI A IMP - \$2,350</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Incoming students will participate in mandatory EPCC and UTEP orientations as outlined in the ECHS Blueprint, which includes receiving IDs and touring campuses. Students will also attend a summer bridge program focused on academic readiness and TSIA2 preparation. CECA Students attending Region 19 Starlight Event for Pathway to College and Career - as well as Texas Tech University Health Science Center for El Paso.</p> <p>Strategy's Expected Result/Impact: By August 2026, 100% of new CECA students will complete EPCC orientation, receive a student ID, and tour the college campus. At least 70% of bridge participants will meet or exceed benchmarks on the TSIA2 Reading/Writing assessment by the end of the summer program.</p> <p>Staff Responsible for Monitoring: Principal and Faculty</p> <p>Funding Sources: Buses and materials - 199 GENERAL FUND - 199E1164XX38 - \$1,000, - 211 ESEA, TI A IMP - \$1,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: CECA seniors will participate in a TACRAO event to explore postsecondary options and admissions processes, including scholarships and financial aid opportunities.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100% of seniors will attend at least one TACRAO event and complete at least one college application. At least 80% of seniors will be admitted to a postsecondary institution, and 70% will apply for one or more scholarships.</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor</p> <p>Funding Sources: Transportation - 199 GENERAL FUND - 199 6494 XXX - \$150</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>No Progress</p> | | | |

| Strategy 5 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 5: CECA will purchase instructional and organizational supplies, including writing materials, presentation boards, laminating film, and technology resources, to support student projects and college readiness assignments. Additional materials will also be purchased for Gifted and Talented (GT) students to extend classroom learning and prepare for advanced coursework and assessments.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100% of students enrolled in dual credit or AP courses will have access to the necessary supplies for coursework. As a result, CECA will achieve a 5% increase in PSAT/SAT college readiness benchmarks and a 5% reduction in failures on college-level classes.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, and all teachers</p> <p>Funding Sources: - 199 GENERAL FUND - \$2,000, - 211 ESEA, TI A IMP - \$1,155</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  30% Some Progress | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: CECA will utilize district-approved Credit by Exam (CBE) opportunities to help students recover or accelerate credits as needed due to course failures or credit transfer misalignments.</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 90% of students attempting a CBE will successfully earn course credit, supporting 100% on-time graduation.</p> <p>Staff Responsible for Monitoring: principal, AP, and counselor</p> <p>Funding Sources: Credit by exam from UT Austin - 199 GENERAL FUND - 199.E11.63XX PIC 31 - \$1,200, AP Exams - 199 GENERAL FUND - 199.11.63XX PIC 38 - \$13,417</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  0% No Progress | | | |
| <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> | | | | |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 4: CECA will provide social, emotional, and academic support for displaced students and distressed students so they remain enrolled, academically successful, and graduate on time.

Evaluation Data Sources: By May 2026, CECA will:

Reduce the number of students in negative academic standing by 10% each semester compared to 2024-2025.

Reduce student course drops by 5% compared to 2024-2025.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.



Performance Objective 5: During the 2025-2026 school year, CECA will promote a 21st-century learning environment for all students through expanded, CTE, GT, computer science and science offerings.

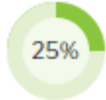





Evaluation Data Sources: By May 2026, there will be an increase in the following:
Enrollment in Computer Science (AP CS A, AP CS Principles, Intro to CS-HS).

Alignment of high school coursework to BA/BS degree plans.

Enrollment and passing rates in science courses.

Number of students matriculating into college-level science classes.

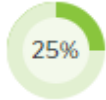





| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Support learning through project-based instruction, competitions, fairs, exhibitions, robotics, eSports, drone competitions and science bowls by providing necessary supplies, professional development, and travel opportunities.</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 30% of CECA students will participate in a science fair or STEM competition, and 80% of those students will advance to regional or higher-level competitions.</p> <p>Staff Responsible for Monitoring: Principal and activity sponsors.</p> <p>Funding Sources: supplies, fees, student travel and subsistence - 281 TITLE IV, PART A SSAEP - \$3,000, eSports Registration - 199 GENERAL FUND - 199 E 62XX - \$2,000, ROBOTICS SUPPLIES/EQUIPMENT - \$5,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>20%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Identify and provide services to GT students as mandated by TEA, acquire technology equipment, books and other materials to enhance classroom instruction. GT students will participate in competitions such as Destination Imagination. Provide additional enrichment activities for GT students in order to build leadership skills.</p> <p>Strategy's Expected Result/Impact: By May 2026, wrap around services for GT students will be provided, to include conducting testing of referred students, providing the appropriate interventions for students, acquiring items to enhance classroom instruction, as well as provide enrichment activities such as competitions and leadership activities.</p> <p>Staff Responsible for Monitoring: GT coordinator, principal</p> <p>Funding Sources: Testing materials for GT referrals - 199 GENERAL FUND - 199.E.11.63XX PIC.21 - \$200, Reading materials - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - \$200, General Supplies - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - \$1,100, Registration Fees - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - \$940 , student transportation - 199 GENERAL FUND - 199.E.11.63XX PIC 21 - \$860</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |

| Strategy 3 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 3: Acquire and renew all necessary software licenses for Graphic Design & Computer Science Classrooms and regular education classrooms and library such as but not limited to NWEA MAP. Acquire materials, technology and supplemental supplies for Graphic Arts, A/V & Computer Science classrooms, attend professional development to meet the academic needs. CTE student travel to UTEP for AI Hackaton program.</p> <p>Strategy's Expected Result/Impact: By October 2025, 100% of the licenses needed will be renewed.</p> <p>Staff Responsible for Monitoring: Principal, Budget Clerk, Graphic Design & Computer Science Instructor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: CATE and regular Ed Classrooms - 211 ESEA, TI A IMP - 211 11 63XX, Technology resources, software renewals - 199 GENERAL FUND - 199 11 63XX - \$25,000, - 199 GENERAL FUND - \$1,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  25% Some Progress | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide students, teachers, curriculum coach, administrators and staff with technology tools such as computers, laptops, printers and other computer accessories as needed for job effectiveness and efficacy to ensure student success. Provide classroom updates such as white boards and interactive flat panels for more interactive student lessons to close achievement gaps and increase student knowledge.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100% of our teachers and curriculum coach will be able to use technology to access curricular resources, create lessons and manage electronic gradebooks and online classrooms. Administrators and staff will be able to perform all campus functions as needed.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: computers, laptops, printers, computer accessories, classroom white boards, interactive flat panels - 211 ESEA, TI A IMP - \$18,035, Interactive Flat Panels - 199 GENERAL FUND - \$6,900, Desktop computers, laptop computers, printer for administration and staff members - 493 LOCALLY FUNDED SPECIAL REVENUE FUNDS - PTECH - \$6,252</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  25% Some Progress | | | |
| <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> | | | | |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 6: Students will receive science instruction that includes at least 40% lab time to prepare them for rigorous college coursework.

Evaluation Data Sources: By May 2026, at least 80% of students enrolled in science courses will successfully complete the class with a C or higher, and 70% will meet readiness benchmarks for college science as measured by PSAT/SAT Science sub-scores and course grades.

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Purchase lab consumables, software, and equipment to supplement science and math instruction, providing students with practical and hands-on experiences.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100% of science courses will integrate hands-on labs at least once per instructional unit, leading to a 5% increase in dual credit science pass rates compared to 2024-2025.</p> <p>Staff Responsible for Monitoring: Principal, appraiser, and science department</p> <p>Funding Sources: Science Lab Supplies & Software - 211 ESEA, TI A IMP - 211 E 11 63XXX - \$6,000, Science Lab Supplies - 199 GENERAL FUND - 199 E11 63XX - \$6,000, STEMSCOPES SOFTWARE - 211 ESEA, TI A IMP - 211 E 11 62XX - \$2,114</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  25% Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Support student science learning through project learning in the classroom, at competitions, through science fair, and science bowl. The needs of project based science learning or research inquiry will be addressed through necessary supplies, professional development, travel to science fair competitions.</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 30% of CECA students will participate in a science fair or STEM competition, and 80% of those students will advance to regional or higher-level competitions.</p> <p>Staff Responsible for Monitoring: Principal, AP (department appraiser), campus science coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Science Fair Travel - 199 GENERAL FUND - \$200</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  25% Some Progress | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.






Performance Objective 7: All 9th-grade students will complete the Pathway to College course to build foundational college literacy and success skills.

Evaluation Data Sources: By May 2026, at least 80% of 9th graders will demonstrate mastery of Pathway course objectives, as measured by a 10% increase in TSI Reading/Writing pass rates compared to their initial diagnostic.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 8: CECA will hold a Summer Bridge program in June or July to introduce incoming students to early college expectations, campus life, MAP testing, and academic placement.






Evaluation Data Sources: By August 2026, 100% of incoming students will attend Summer Bridge, and at least 70% will meet MAP growth benchmarks for their placement level.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Purchase or develop instructional materials to strengthen student knowledge of dual credit expectations, TSIA preparation, and study skills.</p> <p>Strategy's Expected Result/Impact: By December 2025, 100% of students will complete an orientation curriculum on college expectations, with at least 70% of tested students meeting TSIA2 benchmarks by spring testing.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - 199 GENERAL FUND</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>30%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 9: Students completing their AA or graduating will attend UTEP New Student Orientation (NSO) to register, receive advising, obtain IDs, and tour the campus.

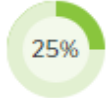




Evaluation Data Sources: By Spring 2026, 100% of CECA seniors completing their AA will attend UTEP NSO and register for degree-aligned courses, ensuring a seamless transition into bachelor's degree pathways.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Students will tour the University of Texas at El Paso campus, meet with advisors and register for the next semester.</p> <p>Strategy's Expected Result/Impact: By May of 2026, 100% of CECA students will be advised and registered into courses that are part of a degree plan that will lead to a Bachelor's Degree. They will be familiar with the layout of the UTEP campus and be prepared to start classes during the Spring Semester.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p> <p>Funding Sources: Transportation Costs, Student and Sponsor Meals - 199 GENERAL FUND</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 10: CECA will provide instruction and resources to promote healthy lifestyles and positive mental health among all students.







Evaluation Data Sources: By May 2026, CECA students in physical education and health classes will learn strategies to live a health lifestyle.

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Purchase curriculum materials and supplies to enhance health and physical education programs.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100% of students will participate in health/PE activities using enhanced curriculum and materials, with a 5% improvement in attendance rates compared to 2024-2025.</p> <p>Staff Responsible for Monitoring: Teacher, Counselor, Administration</p> <p>Funding Sources: - 211 ESEA, TI A IMP - 211 11 63XX - \$1,200</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: CECA will foster an educational environment that will ensure the safety of all students and staff.







Evaluation Data Sources: CECA will have an SRO, implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding to emergencies at all facilities.

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Provide students and staff with emergency training on lockdowns, evacuations, and safe-zones. Strategy's Expected Result/Impact: By May 2026, 100% of students and staff will participate in at least three safety drills per semester, with 90% demonstrating proficiency in safety procedures as evaluated by El Paso Sheriff's Office (EPSO) feedback. Staff Responsible for Monitoring: Principal in cooperation with Clint ISD Security staff and EPSO</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement district and campus practices and student identification measures to ensure a safe school environment where students can address conflicts effectively. Strategy's Expected Result/Impact: By May 2026, CECA will see a 10% reduction in bullying incidents, 5% decrease in absenteeism, and 10% increase in positive climate survey results, compared to 2024-2025. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: PBIS supplemental materials and equipment. - 211 ESEA, TI A IMP - \$2,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: CECA will partner with college transition staff to provide social-emotional support services in alignment with the TEA Early College High School Blueprint.






Evaluation Data Sources: By May 2026, there will be a reduction in suicide outcries and counseling reports and student surveys will be reviewed.

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Counselors will provide small-group and one-on-one sessions focused on stress management and time management.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100 of students will develop healthy strategies for managing stress and anxiety, improving overall well-being, after the sessions.</p> <p>Staff Responsible for Monitoring: Counselors</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  25% Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Integrate a Social and Emotional Learning (SEL) curriculum into Advisory classes. Counselors will provide videos and discussion prompts for teachers to facilitate classroom-based SEL activities.</p> <p>Strategy's Expected Result/Impact: By May 2026, all advisory classes will have completed the Social and Emotional Learning (SEL) curriculum.</p> <p>Staff Responsible for Monitoring: Counselors and teachers.</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  25% Some Progress | | | |
| <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> | | | | |

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: CECA will implement structures and systems that teach students academic skills for time management, responsibility, and planning.






Evaluation Data Sources: By May of 2026, there will be a 5% reduction of failure at each grading period.

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Counselors and teachers will review three-week failure reports with students to set individualized academic improvement plans.</p> <p>Strategy's Expected Result/Impact: By May of 2026, class failures will decrease of 5% at each grading period, leading to increased TSI success and higher EOC completion rates.</p> <p>Staff Responsible for Monitoring: AP, Principal, and level teachers</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: CECA will ensure students understand safety procedures and policies while attending courses on the EPCC campus.







Evaluation Data Sources: By May 2026, a presentation will be conducted on safety at EPCC for students attending classes at EPCC.

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: CECA will collaborate with EPCC Police Department to provide student presentations and ongoing communication about safety procedures.</p> <p>Strategy's Expected Result/Impact: By May 2026, 100% of the students attending classes on the EPCC campus will demonstrate an understanding of what to do in case of an emergency while on the EPCC campus.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| <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> | | | | |

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: CECA will provide teachers, staff, and students with resources that promote a positive campus environment and a college-going culture.

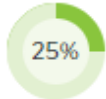




Evaluation Data Sources: By May 2026, a teacher/student surveys on classroom environment will be completed.

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: CECA will strengthen social and emotional supports by incorporating SEL curriculum, a student check-in system, and campus-wide SEL activities.</p> <p>Strategy's Expected Result/Impact: By May 2026, students will be exposed to strategies to cope with stress, anxiety, and depression, leading to healthier engagement in academics.</p> <p>Staff Responsible for Monitoring: Counselors and administration</p> <p>Funding Sources: - 282 ESSER III - 282 11 63XX</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>30%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: CECA will purchase banners, posters, window decals, and floor mats featuring EPCC, UTEP, and other university logos to visually promote higher education pathways.</p> <p>Strategy's Expected Result/Impact: By May 2026, the campus environment will reflect CECA's mission and goals, fostering a culture where students are consistently exposed to and motivated by college opportunities locally and beyond El Paso.</p> <p>Staff Responsible for Monitoring: administration</p> <p>Funding Sources: college banners, window decals and posters - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - \$1,000, CECA and EPCC branded door mats - 493 LOCALLY FUNDED SPECIAL REVENUE FUNDS - PTECH - \$1,557</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>0%</p> <p>No Progress</p> | | | |
| <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> | | | | |

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 1: CECA will support only financially feasible programs that are implemented at the most cost-effective level, prioritizing student achievement.






Evaluation Data Sources: By May 2026, 100% of new campus programs will be evaluated for cost-effectiveness and student impact, with documentation of faculty approval archived for all funded programs.

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: All budgetary regulations and deadlines will be met by CECA staff. Strategy's Expected Result/Impact: CECA will be fiscally responsible while being instructionally focused. Staff Responsible for Monitoring: Administration, budget clerk, teachers and staff</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 2: CECA will strive to increase compensatory education funding.








Evaluation Data Sources: By May 2026, CECA will host two community awareness events and distribute informational materials to 100% of families, resulting in a 5% increase in correctly coded at-risk students compared to 2024-2025.

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: CECA administrators will present information on at-risk coding to parents at open house and other parent meetings.</p> <p>Strategy's Expected Result/Impact: By May 2026, administration will provide one presentation every semester.</p> <p>Staff Responsible for Monitoring: Administration and office staff</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: CECA will ensure that all students are taught by highly qualified personnel.


Evaluation Data Sources: By August 2025, 100% of CECA classrooms will be staffed with state-certified, highly qualified teachers as documented by HR records.





| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------|
| Strategy 1: CECA will recruit locally and out of state for personnel which meet the new Equity Plan requirements. Strategy's Expected Result/Impact: Highly qualified, well suited teachers will be recruited and hired. Staff Responsible for Monitoring: Administration | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Accomplished |  Accomplished |  Accomplished | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Recruit, hire, and retain qualified staff in alignment with local, state, and national teacher shortage challenges.

Evaluation Data Sources: By August 2025, 100% of CECA classrooms will be staffed with state-certified, highly qualified teachers as documented by HR records.


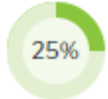




| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: The instructional staff will have access to innovative and high-quality professional development to improve student growth, improvements on STAAR EOC, state accountability growth indicators, content areas of ELA, Math, Sci., SS, media applications, Advanced Placement, college readiness processes such as SAT/PSAT & TSI, and college transition to Bachelor degree plans such as Computer Science, and applying valid data to make instructional decisions...NWEA MAP assessments. Not limited to PD reading materials.</p> <p>CECA will include Physical Education PD for PE/Health teachers to provide better instruction to students on health and wellness.</p> <p>Strategy's Expected Result/Impact: Sustaining growth as measured on MAP assessments, progress measurement models on STAAR Alg I and Eng II, SAT/PSAT,</p> <p>Improved results on state PE assessments. Improve teacher effectiveness in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, C Coach, and teachers</p> <p>Funding Sources: PE Equipment - 211 ESEA, TI A IMP - 211 11 63XX - \$1,200, Registration fees - 211 ESEA, TI A IMP - 211 11 62XX - \$300, Conference Travel - 211 ESEA, TI A IMP - 211 11 64XX - \$6,913, CONFERENCE TRAVEL - \$5,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 1: CECA will maintain programs to expand and strengthen relationships with parents, businesses, higher education(EPCC & UTEP) and the community so that all are involved in the education of the students at CECA

Evaluation Data Sources: CECA will provide parents with opportunities and incentives to become involved in their child's education through parent communications; will provide parents with access to educational resources; will monitor parental involvement and maintain communication with parents at CECA, and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.






| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Provide parental engagement work shops on campus and not limited to annual parent conference hosted by Region XIX. Due to student needs for social emotional learning and the school home connection to mental health wellbeing, the school will provide parent sessions on teaching resiliency at home, personal self-care for parents, child self-management tools, helping children managed their personal relationships. Any needed materials will be provided during these sessions.</p> <p>Strategy's Expected Result/Impact: Contracted services, parent registration forms, phone logs, registration receipts, agendas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Budget Clerk</p> <p>Funding Sources: Parental Engagement contracted services and Annual Conference Fees - 211 ESEA, TI A IMP - 211 61 62XX...30 - \$980, General supplies - 211 ESEA, TI A IMP - 211 61 63XX...30 - \$400</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide parent hospitality items such as snack items and other consumable supplies during parent work shops</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets, receipts, agendas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Budget Clerk</p> <p>Funding Sources: PARENTAL HOSPITALITY - 211 ESEA, TI A IMP - 211 61 64XX...30 - \$400</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| <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> | | | | |

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 2: CECA will provide access to all parents through Spanish translation of parent documents, presentations, and announcements.

High Priority

Evaluation Data Sources: By May 2026, 100% of parent communications will be translated into Spanish, with documentation archived after each meeting. At least 90% of Spanish-speaking parents will report increased accessibility to school information in end-of-year surveys.






| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Purchase reading material in English and Spanish for parental engagement workshops.</p> <p>Strategy's Expected Result/Impact: By May 2025, 100% of parent communications will be translated into Spanish, with documentation archived after each meeting. At least 90% of Spanish-speaking parents will report increased accessibility to school information in end-of-year surveys.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Budget Clerk</p> <p>Funding Sources: English and Spanish Reading Material - 211 ESEA, TI A IMP - 211</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>25%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 3: CECA will host an annual 8th grade student/parent open house to support social-emotional self-care, promote successful transition from middle to high school, and highlight CECA's academic opportunities.

HB3 Goal

Evaluation Data Sources: By May 2026, CECA will achieve at least 80% attendance of invited families at the open house, and increase 9th grade enrollment applications by 10% compared to 2023-2024.

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Plan and deliver an open house program for prospective students and families.</p> <p>Strategy's Expected Result/Impact: By May 2026, CECA will achieve at least 80% attendance of invited families at the open house, and increase 9th grade enrollment applications by 10% compared to 2024-2025.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 282 ESSER III - 282 11 61XX...SEL - \$1,400</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| <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> | | | | |

State Compensatory

Budget for Clint ISD Early College Academy

Total SCE Funds: \$152,931.81

Total FTEs Funded by SCE: 1.87

Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. . At the High School Level, courses are also funded to support students to improve their academics. High School campuses also have funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. The District Level funding is allocated to providing resources to the campuses in technology, online learning tools and other resources. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. High School campuses use SCE funds for dropout prevention programs, credit recovery intervention programs and support for students to ensure that they graduate from high school. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Clint ISD Early College Academy

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------------------|--------------------------------|------------|
| GALLEGOS-PEREZ, STHEFANIA | ELAR Support Teacher | 0.52 |
| HERNANDEZ-RUEDA MARI YVETT | ELAR support Teacher | 0.09 |
| HERNANDEZ, NATASHA LEIGH | SOCIAL STUDIES Support Teacher | 0.09 |
| LEE, SAMANTHA NICHOLE | CAMPUS CURRICULUM COACH | 1 |
| SUCH, TESSA | ELAR Support Teacher | 0.17 |

Title I

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|----------------------|----------------|------------|
| Diego Delgado | Support Counselor | ESSER III | 1.0 |
| Karina Escalante | Intervention Teacher | ESSER III | 1.0 |