

Targeted Improvement Plan (TIP) Template 2025-2026

Campus Name:

Ector College Prep

SECTION 1: SCHOOL SYSTEM INFORMATION

School System Name

Ector County ISD

Name of the staff member employed by the school system completing this plan submission:

Cheryl Wilson

Email:

cheryl.wilson@ectorcountyisd.org

What role applies to the person completing this submission?

District Coordinator of School Improvement

SECTION 2: PLAN TYPE

Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses:

Targeted Improvement Plan (TIP)

SECTION 3: STAKEHOLDER ENGAGEMENT

Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.

ESF Diagnostic and Local Classroom Review

SECTION 4: STUDENT OUTCOME GOALS

Enter the campus-wide goal for the All Grades ELA/Reading meets grade level or above STAAR performance rate for the 2025-2026 school year.

43%

Enter the campus-wide goal for the All Grades Math meets grade level or above STAAR performance rate for the 2025-2026 school year.

35%

Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.

50%

SECTION 5: SCHOOL IMPROVEMENT STRATEGY

**Please select the strategy or strategies you will implement for this campus/these campuses:
Accelerating Campus Excellence (ACE) Model, Closure/reassign, Improve Graduation**

Rate, Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882).

Intensive Curriculum & Instruction Improvements

Which, if any, grants has your school system been awarded to support this strategy?

Our school system does not intend to apply for a grant to support this strategy

Which, if any, has your school system applied for (or intends to apply for) to support this strategy?

Our school system does not intend to apply for a grant to support this strategy

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will you be reporting capacity building information for?

5

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Mrs. Pinkstaff: Math Specialist – 50%
Ms. Ramos- MCL- Math – 50%
Mr. Hernandez- MCL- Math – 50%
Ms. Gonzalez- MTRT – 50%
Ms. Norris- IC- Science/SS – 50%

Please describe the organization’s or staff member’s experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Darryl William -

Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams’s leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Anthony Garcia

Anthony Garcia brings more than 15 years of experience in public education to his current role as Executive Director of Leadership at ECISD. He has held roles as a teacher, assistant principal, and principal at middle and high schools prior to taking his current role. As EDL over secondary campuses, Garcia is responsible for developing and supporting leadership across ECISD’s campuses — guiding administrators, fostering school culture, and driving strategic initiatives aimed at student and educator success. His long-standing commitment to the Odessa area and his comprehensive experience at multiple school levels equip him to serve as a trusted leader in the district. Mr. Garcia holds a Bachelor’s degree from Texas Tech University, and a Master’s degree in Educational Leadership from Stephen F. Austin State University.

Ramos: is a TIA Master Certified Teacher deeply committed to improving student outcomes and advancing school turnaround efforts. She holds a Bachelor of Science in Cellular Biology from the University of Mary Hardin-Baylor and a Master of Arts in Educational Leadership from the University of Texas–Permian Basin. With over 12 years of experience in diverse classroom settings, she currently serves as a Multi-Classroom Leader (MCL) and Department Head, where she provides instructional guidance, mentorship, and data-driven support to her team. At her previous campus, she was instrumental in helping raise the school’s accountability rating from a D to a B through strategic instructional planning, targeted intervention, and collaborative teacher development. Her experience in school improvement has equipped her with the ability to build teacher capacity, strengthen Tier 1 instruction, and cultivate a culture of continuous improvement that directly impacts student achievement.

Hernandez: Mr. Hernandez has been teaching mathematics since 2019 and brings extensive experience in supporting school turnaround efforts. He holds a Bachelor’s degree in Criminal Justice from the University of Texas at El Paso (UTEP) and a Master’s degree in Educational Leadership from Texas Tech University, where he also completed the Principal Fellowship Program. His professional background includes serving as a 7th, 8th, and 9th grade math teacher, 8th grade math lab instructor,

Multi-Classroom Leader (MCL), and assistant principal. He has worked closely with school improvement campuses such as Ector College Prep, which achieved a successful turnaround during the 2021–2022 school year, and Crockett Middle School, which maintained a “C” rating in 2022–2023. Through these roles, he has developed a strong record of instructional leadership, teacher coaching, and implementation of effective turnaround strategies that have led to measurable growth in both teacher performance and student achievement.

Gonzalez: Cristina Gonzalez brings thirteen years of teaching experience and a strong background in supporting school improvement initiatives. She holds a Bachelor’s degree in Multidisciplinary Studies and is certified to teach Reading, Math, Science, and Social Studies (Grades 4–8). Ms. Gonzalez has played an active role in contributing to Ector College Prep’s continued success, including the campus’s sustained “B” accountability rating for three consecutive years. In her current role as a Multi-Classroom Leader (MCL), she provides coaching, instructional support, and mentorship to fellow teachers—helping strengthen Tier 1 instruction and build teacher capacity across grade levels. Her experience reflects a deep commitment to instructional excellence, collaborative leadership, and student achievement in turnaround and improvement settings.

Pinkstaff: She holds a Master’s degree in English and has 27 years of experience in education, with most of her career focused on mathematics instruction. She has served as an instructional coach for 10 years, supporting teachers through classroom coaching, data analysis, and professional development. Additionally, she worked as a Talent Development Specialist for 2 years, helping teachers refine their craft and grow as leaders. She has supported both Travis Elementary and Ector College Prep, where she coached teachers, analyzed data, and implemented strategies to improve student outcomes and campus performance.

SECTION 6: CURRICULUM AND INSTRUCTION

Please select the adopted curriculum:

RLA: SAAVAS My Perspectives
 Math: HMH Go Math!

Is this the curriculum that will be implemented for the duration of the plan? If Yes, how many instructional minutes per week are required/recommended for implementation of this curriculum?

Yes

If No, what new curriculum will be adopted?

n/a

When will the district adopt the new curriculum?

n/a

How many instructional minutes per week are required/recommended for implementation of this curriculum?

SAVVAS MyPerspectives (RLA) - 200-250 minutes per week
 HMH GoMath! - minutes for delivery not specified by the vendor (but recommended more than 25 minutes daily).

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

Ector College Prep Middle School operates on a nine-period day, with each core class meeting 47 minutes per day, five days per week, totaling 235 instructional minutes weekly per core content area. The schedule ensures equitable instructional time for all grade levels and exceeds the TEA minimum of 225 minutes per week per subject.

How many instructional days are included in the 2025-2026 calendar?

175

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

n/a

Please describe the assessment plan for the impacted campus(es).

Campuses begin the year with NWEA MAP Growth assessments. Week of: 9/2/25

Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period.

Weeks of: 9/8/25, 10/6/25, 11/10/25, 12/15/25, 2/2/26, 3/2/2026, 4/13/26, 5/18/26

These assessments are designed to take no more than a single class period and assess recently covered material.

Campuses will participate in interim assessments in STAAR Tested Grade levels / content

areas Week of: 1/21/26-2/6/26

Campuses will design and conduct regular Common Formative Assessments (CFAs) through PLCs. (Ongoing)

Campuses will participate in STAAR Assessments (Window). 4/7/26-5/1/26

Campuses will take the NWEA MAP Growth assessments at the end of the year. Week of 5/4/26

Will the campus(es) implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content area to ensure vertical and horizontal alignment. Special population teachers (SPED, ESL, Intervention) participate in content-specific PLCs. Each grade level 6-8 RLA, Math, and 8th grade Science & Social Studies meet for PLCs daily.

How frequently will PLCs occur?

PLCs meet daily, following the district's PLC Framework. Data Meetings align with assessment checkpoints and MAP.

Who will facilitate PLCs?

PLCs are facilitated by campus instructional leaders, including the Head of School, Assistant Principals, MCLs, and Department Heads. This shared leadership model ensures that instructional conversations are guided by both administrative and content expertise, aligning with the IB Middle Years Programmed philosophy of collaborative inquiry and reflective practice. For RLA - Assistant Principal Ms. Holguin and Multi-classroom leader Ms. Mundia facilitate this PLC daily. For Math, Principal Ortiz and MCL Sandra Kerr facilitate the PLC daily.

Who is required to attend PLCs?

All teachers and special education support staff assigned to those content areas are required to attend their respective PLCs. Their participation is critical to ensure that instructional accommodations, modifications, and interventions are aligned and consistently implemented

across classrooms. Elective and non-core content areas also participate in daily PLCs to ensure alignment with IB unit planning, Approaches to Learning (ATL) skill development, and the IB Learner Profile attributes.

Please describe the PLC protocol to be used.

Campuses use a district created 9-week PLC cycle and protocol - https://docs.google.com/document/d/1jsQ_5Fesx0K59arwaqoDDPBlc7-OrIrLvm5DNelExIw/edit?usp=sharing

This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour’s PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models.

Campuses cycle collect study data, determine standards to be addressed, design formative assessments, and determine next steps for students based on the results.

SECTION 7: CAPACITY BUILDING

**Please describe your planned training/PD sessions (and who delivers and attends) for:
-Principal manager –Principal –Other campus admin (assistant principals, instructional coaches) -Teachers**

Name: Teach Like a Champion / Get Better Faster / Bamrick-Santoyo Training
 Description: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring.
 Delivered By: Darryl Williams
 Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom Leaders
 Timeframe: Monthly

Name: Data Tours
 Description: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions.
 Delivered by: Executive Director of Accountability & School Improvement, Cheryl Wilson; Accountability Team
 Audience: Principals, Principal Managers, Principals turn these around with campus leadership teams

Timeframe: Data Tours are completed after each of the following major data points: A-F Accountability Results- August; District Checkpoint Assessments (Closing the Loop - September & Domain III) - October, Interim Assessments - February.

Name: Academic Tours

Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework.

Delivered by: Executive Director of Academics, Dr. Kristen Vesely, Academic Content Coordinators

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers

Timeframe: Quarterly

Name: Emergent Tree - Crockett, Ector, Buice, Burnet, Gonzales

Description: Campuses piloting Emergent Tree's Tier 1 behavior system participate in 3 full-day professional development sessions (September, October, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses.

Campuses will receive this support for 3 years.

Delivered by: Emergent Tree Consultants

Audience: Principal Managers, Principals, Assistant Principals, Pilot teachers

Timeframe: Quarterly

Name: WICOR Instructional Framework Training

Description: This training introduced the AVID WICOR instructional framework to all teachers districtwide including 10 select strategies to ensure that all teachers have a calibrated baseline for instructional strategies throughout the district.

Delivered by: AVID Campus Coordinators, Academic Content Coordinators, Special Education Team members

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers

Timeframe: October PD Day, Oct. 14th

Name: Effective Schools Framework Training

Description: The ESF training provided an understanding of the ESF framework and the 5 levers. Additionally, leaders began to evaluate their campus practices based on the levers and develop an understanding of the ESF diagnostic process.

Delivered by: ESC 18 School Improvement Team

Audience: Principal Managers, Principals

Timeframe: September 5th, 2025

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Differentiation of training for inexperienced and/or ineffective teachers and leaders will be guided by the Campus Tiering Document. Campuses are tiered based on their accountability ratings, school improvement status, and with consideration for principal experience at the campus. Campuses identified at higher tiers will receive additional visits and support from Executive Director Leaders (EDLs), with academic and data supports prioritized based on tier level. Improvement schools will receive at minimum weekly coaching and on-site support from EDLs to ensure consistent progress. For teachers, support will be targeted according to their individual tier level, with Multi-Classroom Leaders (MCLs), instructional coaches, and campus administrators engaging in more frequent coaching and feedback cycles for these teachers.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

After each data tour, EDLs will request to see the "longsheet" artifacts from School Improvement campuses. These are data sheets on legal size paper that are part of the data tour process reflecting that the campus has internalized the information for their campus. Look fors include relevant campus data and campus action steps related to the data.

T-TESS Walkthrough forms as well as SchoolMintGrow Walkthrough forms will be used to monitor implementation of strategies from Darryl Williams Training. The look fors are feedback and action steps provided to teachers after each observation and/or coaching cycle.

The Emergent Tree Classroom Tool will be used to monitor fidelity of implementation. This data includes lookfors for recent action steps from the coaching team.

The school improvement team will use the new LIFT walkthrough tool to monitor fidelity of implementation of HQIM, pacing, and on-grade level tasks.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Every content teacher has a coach assigned (admin, MCL, MTRT, IC, DH) for ongoing observation and coaching.

Teachers receive one formal T-TESS evaluation annually and are observed informally through weekly walkthroughs, averaging 8–10 per semester (admin).

In addition to walkthroughs, all staff participate in weekly coaching cycles that include targeted feedback and follow-up.

Feedback is documented and tracked in the Observation/Coaching Tracker, reviewed weekly by leadership to ensure completion, follow-up, and alignment to instructional priorities.

Teachers have been tiered by the campus administration to determine support levels. Tier 3

teachers needing the most intensive supports are observed more frequently including bi-weekly coaching cycles with their MCLs including action steps and feedback in each cycle.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Embedded Participation in PLCs: Special population teachers (SPED, EB, interventionists) meet weekly within content-area PLCs to ensure alignment to TEKS, HQIM, and differentiated instructional strategies.

Region 18 Coaching: External specialists provide coaching and model lessons in Science and Social Studies focused on Tier 1 planning and instructional rigor.

Ector University Training: Campus professional learning focused on inclusion strategies, accommodations, co-teaching models, and restorative practices.

Collaborative Internalization and Planning: Special population teachers participate in internalization meetings alongside core teachers, ensuring consistent lesson adaptation and support for diverse learners

Bilingual/WICOR Monthly Training campus-wide during teachers PLC/Conference time.

SECTION 8: MILESTONES

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints and assessment cycles.

August 2025 marks the launch of the school year with a focus on data and instructional alignment. Teachers will participate in the Academic Tour, which includes the rollout of EduHub to enhance instructional collaboration. Campus principals will engage in an A–F Data Tour to review accountability data, while Darryl Williams will provide leadership training for principals and district leaders. Weekly visits between principals and Executive Directors of Leadership (EDLs) begin and continue throughout the year to support instructional leadership and monitor campus progress.

In September 2025, campuses will administer the Beginning-of-Year (BOY) MAP assessments to establish baseline data for student growth. Checkpoint 1A assessments will be conducted and reviewed using the “Closing the Loops” data protocol. Campus leaders and pilot teachers will attend the first day of Emergent Tree professional development, and follow-up virtual coaching sessions will reinforce action steps. Darryl Williams will continue leadership training sessions, and the district will host the September Superintendent Reviews. Additionally, the “Closing the Loops” Data Tour will introduce data literacy practices for reteaching, enrichment, and intervention planning, while campuses identified for the Effective Schools Framework (ESF) will participate in diagnostic reviews.

During October 2025, Campus Improvement Teams (CITs) will convene to develop their Targeted Improvement Plans (TIPs). The Domain III Data Tour will guide principals in tracking student group performance and setting campus goals. Campuses will administer Checkpoint 1B and engage in Growth Table reviews using the “Closing the Loops” protocol. Darryl Williams will provide ongoing leadership training, and Emergent Tree Day 2 will offer continued behavioral and systems support for leaders. October Superintendent Reviews and monthly TIP data reviews will ensure alignment of progress monitoring.

In November 2025, campuses will hold public CIT meetings to review and finalize TIPs, gathering feedback from parents and the community before submission. Emergent Tree specialists will conduct in-person coaching visits, while Checkpoint 2A assessments and Growth Table reviews continue the focus on data-informed instruction. Darryl Williams will facilitate another leadership training session, and campuses will be visited using the TEA LIFT Observation protocol. Monthly TIP Data Reviews will monitor implementation progress.

December 2025 will feature targeted Darryl Williams training based on observed district needs. Campuses will complete Checkpoint 2B and conduct “Closing the Loops” data reviews and Growth Table analysis to identify instructional priorities before winter break.

In January 2026, the Middle-of-Year (MOY) MAP Growth assessments for grades K–2 will be administered. Darryl Williams will lead additional topic-based training aligned with emerging needs, and the STAAR Interim Assessment window will open. TIP progress from December and January will be reviewed in a combined data analysis session. Campus Visits using TEA LIFT Protocol will continue.

February 2026 brings the close of the STAAR Interim window, with performance and growth reports replacing Checkpoint 3A for STAAR-tested subjects. An Interim Data Tour will guide data analysis, and TELPAS administration will begin. Darryl Williams will continue to lead leadership development sessions, and campuses will prepare TIPs for approval at the February or March Board Meeting. February Superintendent Reviews and TIP data reviews will continue progress monitoring. Campus Visits using TEA LIFT Protocol will continue.

During March 2026, campuses will administer Checkpoint 3B for K–2 students and complete performance and growth analyses. Darryl Williams will continue targeted professional learning, and approved TIPs will be submitted to the TEA for affirmation. March Superintendent Reviews and monthly data reviews will continue to track progress. Campus Visits using TEA LIFT Protocol will continue.

April 2026 is primarily focused on STAAR administration, and as such, no Darryl Williams training is scheduled during this high-stakes testing period. Campuses may choose to administer the optional Checkpoint 4A for non-tested subjects.

In May 2026, STAAR testing continues alongside End-of-Year MAP Growth assessments. Campuses will conduct Checkpoint 4B reviews and participate in monthly TIP Data Reviews. Darryl Williams will resume topic-based leadership training to address end-of-year instructional reflections and preparation for the next cycle.

June 2026 will focus on reviewing preliminary STAAR results and conducting Campus Improvement Planning Workshops, including comprehensive Campus Needs Assessments. Predictive Accountability activities will help campuses anticipate results and plan targeted supports for the upcoming year.

During July 2026, Campus Improvement Planning will continue alongside Predictive Accountability work. ECISD will host its annual Leadership Academy, and all TIP campuses will participate in the Emergent Tree training initiative, with Cohort 1 entering Year 2 and Cohort 2 beginning Year 1.

Finally, August 2026 will center on reviewing finalized Accountability Results through an Accountability A–F Data Tour. The ECISD School Improvement Orientation Workshop will prepare all leaders and TIP campuses for the 2026–2027 school year, setting the foundation for continued academic growth and system improvement.

SECTION 9: PERFORMANCE MANAGEMENT

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Tier 4 Campuses will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. Campuses in Tier 4 will also participate in a monthly meeting with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Milestone progress will be reviewed monthly by the DSCI and Principal Managers. Progress will be reviewed by the superintendent and cabinet members at least 3x per semester.

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

SECTION 10: RESOURCES

Please share the required costs to implement plan and source of funds.

Ector College Prep Middle School strategically utilizes its Title I funds to strengthen instructional capacity and provide targeted academic support for students most in need. Title I funds are allocated to support two Multi-Classroom Leaders (MCLs) and one Math Teacher Resident/Resident Teacher (MTRT), all of whom play a critical role in building teacher capacity, modeling effective instructional practices, and supporting data-driven lesson planning and small-group instruction. In addition to these positions, the campus also funds two Instructional Coaches who provide consistent, job-embedded professional development and coaching cycles.

Opportunity Culture- 2 MCLs, 1 MTRT- \$42,000

Instructional Coach- 2 Instructional Coaches- \$140,000 (1 vacant position currently)

The remaining Title I funds are dedicated to compensating teachers who provide before- and after-school tutoring. This tutoring program is designed to be intentional and data-driven, serving only those students who have been identified through STAAR/HB1416 and campus checkpoint data as needing additional academic intervention. Tutoring takes place Monday through Friday, from 7:45 to 8:10 a.m. and from 4:30 to 5:15 p.m., providing structured, focused time for teachers to address specific learning gaps and accelerate student progress.

Tutoring Funds AM/PM- \$42/Hour per teacher- \$97,686

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

SECTION 11: ADDITIONAL INFORMATION

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

Ector College Prep Middle School partners with Region 18 Education Service Center to strengthen Tier 1 instruction through ongoing coaching cycles, PLC support, and collaborative walkthroughs. During the month of September, Region 18 specialists provided targeted assistance to the 8th-grade Science and 8th-grade Social Studies teams. Support included professional development sessions at the Region 18 center focused on evidence-based instructional practices and alignment to TEKS, as well as on-campus coaching to reinforce implementation.

Region 18 consultants conducted classroom walkthroughs alongside campus leadership to identify instructional trends, areas of strength, and opportunities for refinement within Tier 1 instruction. They also facilitated PLCs to help teachers analyze student data, plan high-quality lessons, and develop strategies for addressing learning gaps. This collaborative effort has strengthened instructional alignment, increased teacher capacity, and supported Ector's ongoing focus on improving Tier 1 instruction across content areas.

Title 1- \$60,000