

Ector County Independent School District

The Stem Academy

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in Science



Mission Statement

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

Vision

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

Value Statement

Igniting Minds, Inspiring Innovators!

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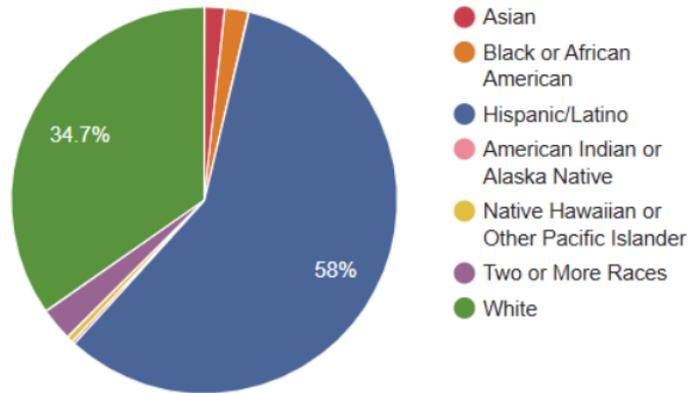
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Comprehensive Needs Assessment

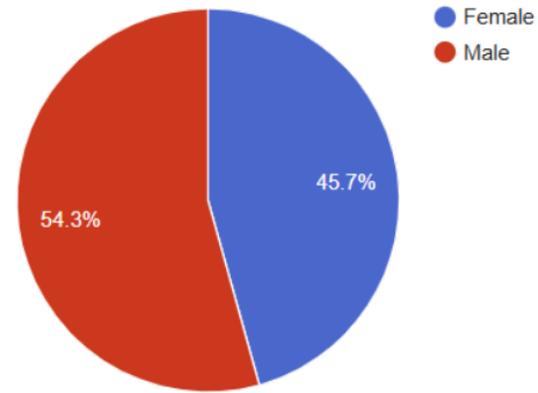
Demographics

Demographics Summary

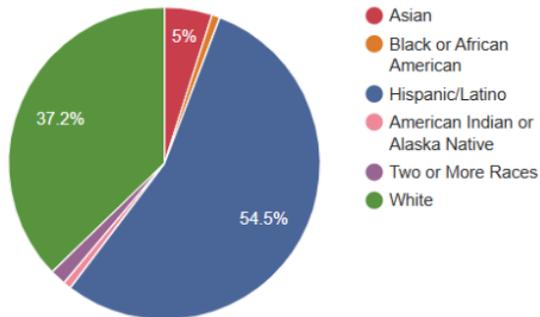
Fall Enrollment by Ethnicity 2025



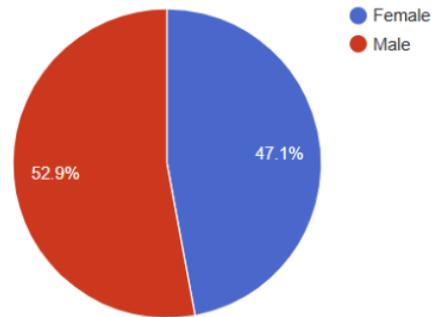
Fall Enrollment by Gender 2025



Gifted/Talented Fall by Ethnicity 2025



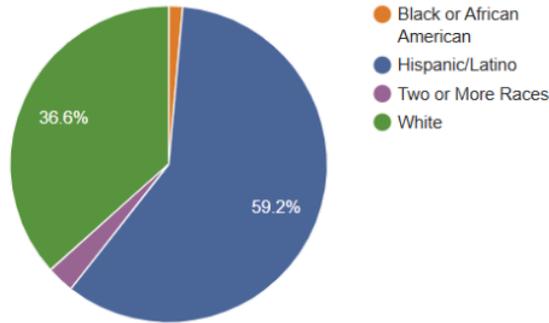
Gifted/Talented Fall by Gender 2025



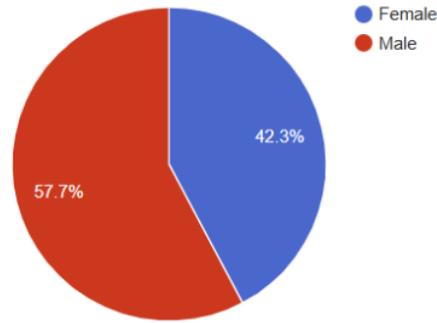
Gifted/Talented Population Fall 2025

Students
121
 121 of 755 : 16.03%

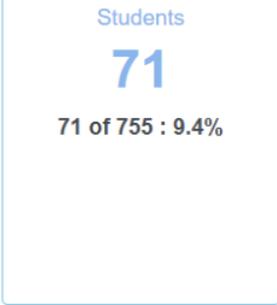
SPED Fall by Ethnicity 2025



SPED Fall by Gender 2025



SPED Population Fall 2025



Demographics Strengths

PEIMS data is accurate and can be used confidently to make educational and organizational decisions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Early College High School is currently not meeting Outcome-Based Measures (OBM) for Access, with the percentage of at-risk students in grades 9-12 falling more than 25% below the district average and the percentage of economically disadvantaged students falling more than 10% below the district average. This underrepresentation limits equitable access to college-readiness opportunities for the

Root Cause: Limited targeted outreach and recruitment efforts may be unintentionally excluding at-risk and economically disadvantaged students. Additionally, misconceptions among families and middle school counselors about the rigor and accessibility of Early College High School may deter qualified students from applying. Limited or inconvenient transportation options may also be a deterrent for students.

Problem Statement 2: While overall student achievement is strong, performance gaps remain for Economically Disadvantaged, English Learners, and Special Education students, particularly in math and reading. Attendance rates for these subgroups are also lower than the campus average, contributing to persistent achievement gaps.

Root Cause: Targeted supports and interventions for high-need student groups are inconsistent across grade levels. Limited progress monitoring systems, gaps in teacher training on differentiated instruction, and inconsistent family engagement for at-risk populations reduce the effectiveness of supports designed to close demographic performance gaps.

Student Achievement

Student Achievement Summary

Grade/Content	2022	2023	2024	2025				
ELAR								
3rd RLA	B (88)	C (72)	C (71)	C (79)		2025 Accountability Ratings <i>Elementary = C (76)</i> <i>Middle School = C (72)</i> <i>High School = A (93)</i>		
4th RLA	B (82)	C (77)	B (85)	B (83)				
5th RLA	B (84)	B (83)	C (77)	B (83)				
6th RLA	B (88)	D (67)	B (88)	B (83)				
7th RLA	A (92)	A (90)	A (90)	A (90)				
8th RLA	B (87)	C (78)	A (91)	C (72)				
EOC English 1	A (91)	A (92)	A (93)	A (92)				
EOC English 2	B (88)	A (91)	A (91)	A (90)				
						MATH	READING	SCIENCE
Math						Elem Math Overall	Elem RLA Overall	Elem Sci Overall
3rd Math	C (76)	C (73)	D (67)	D (67)		C (70)	B (82)	C (70)
4th Math	C (79)	B (80)	C (78)	C (78)		MS Math Overall	MS RLA Overall	MS Sci Overall
5th Math	C (79)	B (80)	D (65)	C (70)		D (65)	C (72)	C (78)
6th Math	C (76)	C (72)	C (71)	D (65)		HS Math Overall	HS RLA Overall	HS Sci Overall
7th Math	F (49)	D (62)	F (45)	F (59)		A (93)	A (91)	A (94)
8th Math	C (79)	B (88)	B (82)	C (72)				
EOC Algebra 1	B (82)	B (85)	A (91)	A (93)		STEM MATH = C (76)	STEM RLA = B(82)	STEM SCIE B (81)
Science								
5th Science	C (75)	A (90)	F (50)	C (70)		STEM ELEMENTARY = C (74)	STEM MIDDLE SCHOOL = D (68)	STEM HI SCHOOL A (94)
8th Science	B (87)	C (77)	B (86)	C (78)				
EOC Biology	A (92)	A (93)	A (90)	A (94)			STEM = C (79)	

Social Studies/ History							
8th Social Studies	B (81)	C (77)	A (90)	F (59)			
EOC US History	A (94)	A (96)	A (95)	A (94)			

Student Achievement Strengths

The STEM High School demonstrates strong academic performance across all content areas, earning an **A rating (94)** in 2025. High school students consistently perform well in **EOC subjects**, including Algebra I, English I & II, Biology, and U.S. History, with scores ranging from **90 to 95**, indicating effective instruction and student mastery of high school-level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STEM Middle School performance is a significant concern, with an overall D rating (68) in 2025. The most critical area is 7th grade math, which has remained at an F level for three consecutive years (scores: 45-59), contributing to an overall middle school math rating of D (65). Additionally, 8th grade social studies declined from a B (81) in 2022 to an F (59) in 2025.

Root Cause: Instructional gaps and curriculum misalignment in middle school math and social studies, especially in 7th grade, are likely root causes. Contributing factors may include inconsistent intervention strategies, lack of targeted support for struggling learners, and possible teacher turnover or inexperience in tested grade levels.

Problem Statement 2: While high school math performance is strong (HS Math = A, 93), there is a persistent decline in math achievement at the elementary and middle school levels, with elementary math rated at C (70) and middle school math at D (65). This trend indicates that students are entering high school underprepared, placing additional pressure on intervention and acceleration efforts in upper grades.

Root Cause: There is a lack of vertical alignment and early intervention in math instruction across elementary and middle school grades. Gaps in foundational math skills are not being addressed early, leading to compounding difficulties in later grades. Inconsistent use of high-quality, TEKS-aligned math instructional resources Limited professional development focused on conceptual math understanding

School Culture and Climate

School Culture and Climate Summary

STEM Academy is committed to fostering a strong, future-focused school culture grounded in three pillars: **Project-Based Learning (PBL)**, **College Readiness**, and **STEM-focused instruction**. These pillars are well-established in some grade levels—particularly high school—but are inconsistently implemented across the K–12 continuum. Student engagement is strong where these pillars are integrated effectively, but limited access to clubs, activities, and real-world learning experiences in elementary and middle school reduces student connection and ownership of learning.

School Culture and Climate Strengths

- High school students benefit from a dual credit courses, and STEM pathway exposure.
- AVID implementation supports college readiness skills and organization.
- Strong student involvement in high school extracurriculars like NHS, Robotics, and STUCO

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Implementation of PBL, college readiness initiatives, and STEM-focused learning is inconsistent across K-12, limiting student engagement and weakening the overall fidelity of the school's mission.

Root Cause: There is a lack of vertically aligned training and planning time to ensure consistent execution of STEM pillars across all grade levels. Expectations for how the mission translates into daily practice are not clearly defined or reinforced.

Problem Statement 2: Many high school students take a large portion of their courses as dual credit online classes, which has led to a sense of disconnection from peers, limited participation in campus culture, and reduced opportunities for collaboration and belonging.

Root Cause: There are insufficient structures to intentionally integrate dual credit students into the school community through advisory, extracurricular activities, or collaborative learning experiences. The current model emphasizes academic completion but does not fully support social-emotional or cultural connection. Limited high school electives.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STEM Academy has strong communication systems and mentoring structures in place. However, an increasing number of new hires enter through alternative certification programs and require more support to meet instructional expectations.

Staff Quality, Recruitment, and Retention Strengths

- Collaborative campus culture with strong mentoring relationships.
- T-TESS goals are tied to professional growth and reflection.
- Use of lead teachers, mentors, and department heads

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): New and uncertified teachers often lack classroom readiness and require ongoing support to deliver high-quality instruction.

Root Cause: Many teachers enter through alternative certification programs or no formal program that lack clinical teaching experiences, leaving them unprepared for real-world classroom demands.

Problem Statement 2: A significant number of classroom teachers are either inexperienced or serving on emergency/alternative certifications, particularly in high-need content areas. This impacts instructional consistency, student outcomes, and long-term teacher retention.

Root Cause: The school faces challenges in recruiting and retaining certified, experienced teachers due to regional shortages, competitive salaries in surrounding districts, and the limited availability of a local teacher pipeline. New and uncertified teachers often lack sufficient mentoring, coaching, and targeted professional development to accelerate their growth.

Problem Statement 3: Our academy has experienced stability among high school teachers who have remained for multiple years, while elementary grade levels continue to face high teacher turnover. This inconsistency disrupts continuity of instruction and affects student learning and staff morale at the elementary level.

Root Cause: The turnover in elementary may be linked to challenges in building a strong, supportive culture where close professional and personal relationships are fostered. Unlike the high school team, elementary staff may feel less connected, less supported, and less embedded in a collaborative community, contributing to higher attrition.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilize MAP Growth, local assessments, and the TEKS Resource System to monitor progress and plan instruction. While data use is strong, the quality and alignment of instructional resources vary, especially early in the year.

Curriculum, Instruction, and Assessment Strengths

- Use of MAP testing and PLC data analysis to drive instruction.
- Common planning times in secondary for vertical teams.
- TEKS-aligned planning tools are in place.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The integration of STEM and Project-Based Learning (PBL) across grade levels is inconsistent, resulting in varying levels of rigor, real-world application, and student engagement in different classrooms.

Root Cause: There is no campus-wide framework or vertical alignment plan for embedding PBL and STEM practices into the curriculum. Teachers have differing levels of training, resources, and confidence in designing and implementing high-quality, standards-aligned PBL experiences.

Problem Statement 2 (Prioritized): While assessment data is regularly collected through MAP, STAAR benchmarks, and classroom checks, there are gaps in how this data is consistently used to inform instruction, reteach cycles, and interventions across grade levels. This results in uneven alignment between curriculum delivery and student needs.

Root Cause: Teachers need more structured training and collaborative systems for data analysis, progress monitoring, and lesson adjustment. Current PLC and data team practices are inconsistent, leading to missed opportunities to close gaps quickly and ensure curriculum alignment with TEKS readiness standards. Time needs to be scheduled to make this a priority.

Family and Community Engagement

Family and Community Engagement Summary

STEM Academy offers events like STEM Nights and PBL showcases and maintains strong partnerships with UT Permian Basin. However, secondary family participation remains low, reducing opportunities for connection and collaboration.

Family and Community Engagement Strengths

- Active PTO and family engagement at elementary level.
- University partnerships enhance opportunities for mentoring, dual credit, and professional development.
- Regular communication via newsletters and School Status/FOCUS.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Secondary parental involvement is significantly lower than expected, reducing collaboration and support in student learning.

Root Cause: Events may not be aligned with secondary family interests or schedules, and attendance data is not consistently analyzed to inform event planning.

Problem Statement 2: Family and community engagement remains inconsistent. Many families and community members attend these events sporadically, limiting their ongoing connection to the school and its programs. As a result, opportunities to strengthen partnerships, increase student motivation, and support learning beyond the classroom are not fully realized.

Root Cause: The inconsistent family and community engagement stems from limited communication about outreach opportunities, unclear messaging on how families can actively participate, and a lack of structured follow-up after events to build sustained relationships. Additionally, some families may face logistical barriers, such as scheduling conflicts or transportation challenges, which reduce their ability to

School Organization

School Organization Summary

The school has restructured leadership to unify the K–12 vision and has functional PLCs in place. However, the mission and vision are not consistently guiding decisions and instruction campus-wide.

School Organization Strengths

- Strong vertical and horizontal PLC structures.
- Clear leadership roles with Curriculum Director, Deans, and Department Leads.
- Scheduling supports cross-grade and cross-content collaboration.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): The school's mission and vision are not consistently integrated into PLCs, instructional practices, or decision-making processes.

Root Cause: There is a lack of ongoing training and reinforcement of the school's mission and instructional priorities, resulting in inconsistent implementation across teams.

Problem Statement 2: Last year, the school had few active committees, which limited opportunities for staff, students, and families to have a voice in decision-making and contribute to the school's organization. As a result, engagement, ownership, and buy-in in school initiatives were reduced, and the potential for collaborative problem-solving and shared leadership was not fully realized.

Root Cause: The limited use of school committees last year was due to a lack of clear structure, defined roles, and communication about the purpose and benefits of participation.

Technology

Technology Summary

STEM Academy is a 1:1 device campus with robust infrastructure. While the school provides innovative technology access, teacher proficiency with tools and applications is varied.

Technology Strengths

- One-to-one devices from K–12 (iPads in K–2, Chromebooks in 3–12).
- Dedicated technology team to support repairs, inventory, and training.
- Plans for monthly PD on instructional technology integration.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Many teachers and students are not proficient in the use of educational technology tools, limiting their instructional impact.

Root Cause: Professional development on classroom technology tools (e.g., ClassLink, Promethean boards, apps) has been inconsistent and not differentiated by skill level.

Problem Statement 2: Teachers are not consistently monitoring student devices through the Securly app, which allows students to become off-task during instructional time. As a result, classroom management and student engagement are negatively impacted, limiting learning outcomes.

Root Cause: The root cause is a lack of consistent training, accountability, and routines for teachers on effectively using the Securly app to monitor and manage student device usage. Without clear expectations and support, teachers are not fully utilizing the tool to maintain focus and engagement during lessons.

Priority Problem Statements

Problem Statement 1: The Early College High School is currently not meeting Outcome-Based Measures (OBM) for Access, with the percentage of at-risk students in grades 9-12 falling more than 25% below the district average and the percentage of economically disadvantaged students falling more than 10% below the district average. This underrepresentation limits equitable access to college-readiness opportunities for the

Root Cause 1: Limited targeted outreach and recruitment efforts may be unintentionally excluding at-risk and economically disadvantaged students. Additionally, misconceptions among families and middle school counselors about the rigor and accessibility of Early College High School may deter qualified students from applying. Limited or inconvenient transportation options may also be a deterrent for students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STEM Middle School performance is a significant concern, with an overall D rating (68) in 2025. The most critical area is 7th grade math, which has remained at an F level for three consecutive years (scores: 45-59), contributing to an overall middle school math rating of D (65). Additionally, 8th grade social studies declined from a B (81) in 2022 to an F (59) in 2025.

Root Cause 2: Instructional gaps and curriculum misalignment in middle school math and social studies, especially in 7th grade, are likely root causes. Contributing factors may include inconsistent intervention strategies, lack of targeted support for struggling learners, and possible teacher turnover or inexperience in tested grade levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Implementation of PBL, college readiness initiatives, and STEM-focused learning is inconsistent across K-12, limiting student engagement and weakening the overall fidelity of the school's mission.

Root Cause 3: There is a lack of vertically aligned training and planning time to ensure consistent execution of STEM pillars across all grade levels. Expectations for how the mission translates into daily practice are not clearly defined or reinforced.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: New and uncertified teachers often lack classroom readiness and require ongoing support to deliver high-quality instruction.

Root Cause 4: Many teachers enter through alternative certification programs or no formal program that lack clinical teaching experiences, leaving them unprepared for real-world classroom demands.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: The integration of STEM and Project-Based Learning (PBL) across grade levels is inconsistent, resulting in varying levels of rigor, real-world application, and student engagement in different classrooms.

Root Cause 5: There is no campus-wide framework or vertical alignment plan for embedding PBL and STEM practices into the curriculum. Teachers have differing levels of training, resources, and confidence in designing and implementing high-quality, standards-aligned PBL experiences.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Secondary parental involvement is significantly lower than expected, reducing collaboration and support in student learning.

Root Cause 6: Events may not be aligned with secondary family interests or schedules, and attendance data is not consistently analyzed to inform event planning.

Problem Statement 6 Areas: Family and Community Engagement

Problem Statement 7: The school's mission and vision are not consistently integrated into PLCs, instructional practices, or decision-making processes.

Root Cause 7: There is a lack of ongoing training and reinforcement of the school's mission and instructional priorities, resulting in inconsistent implementation across teams.

Problem Statement 7 Areas: School Organization

Problem Statement 8: Many teachers and students are not proficient in the use of educational technology tools, limiting their instructional impact.

Root Cause 8: Professional development on classroom technology tools (e.g., ClassLink, Promethean boards, apps) has been inconsistent and not differentiated by skill level.

Problem Statement 8 Areas: Technology

Problem Statement 9: While assessment data is regularly collected through MAP, STAAR benchmarks, and classroom checks, there are gaps in how this data is consistently used to inform instruction, reteach cycles, and interventions across grade levels. This results in uneven alignment between curriculum delivery and student needs.

Root Cause 9: Teachers need more structured training and collaborative systems for data analysis, progress monitoring, and lesson adjustment. Current PLC and data team practices are inconsistent, leading to missed opportunities to close gaps quickly and ensure curriculum alignment with TEKS readiness standards. Time needs to be scheduled to make this a priority.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: Math MAP (K-8)

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

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA MAP Math assessment

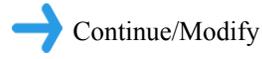
Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a daily math intervention/enrichment block using MAP Growth data to target skills for Tier 2 and Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increase to 55% of students meeting or exceeding their projected growth.</p> <p>Staff Responsible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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

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

Staff Quality, Recruitment, and Retention

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

Curriculum, Instruction, and Assessment

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

Problem Statement 2: While assessment data is regularly collected through MAP, STAAR benchmarks, and classroom checks, there are gaps in how this data is consistently used to inform instruction, reteach cycles, and interventions across grade levels. This results in uneven alignment between curriculum delivery and student needs. **Root Cause:** Teachers need more structured training and collaborative systems for data analysis, progress monitoring, and lesson adjustment. Current PLC and data team practices are inconsistent, leading to missed opportunities to close gaps quickly and ensure curriculum alignment with TEKS readiness standards. Time needs to be scheduled to make this a priority.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, at least 55% of students in grades K-8 will meet or exceed the national EOY RIT on the NWEA MAP Reading assessment.

High Priority

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: NWEA MAP Reading assessment

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

Performance Objective 2 Problem Statements:

Student Achievement

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

School Culture and Climate

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

Staff Quality, Recruitment, and Retention

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

Curriculum, Instruction, and Assessment

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

Technology

Problem Statement 1: Many teachers and students are not proficient in the use of educational technology tools, limiting their instructional impact. **Root Cause:** Professional development on classroom technology tools (e.g., ClassLink, Promethean boards, apps) has been inconsistent and not differentiated by skill level.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2026, the percentage of middle school students meeting grade level on the STAAR Reading assessment will increase from 44% to 50%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: 2026 STAAR Reading 6-8

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed writing across the curriculum practices to support comprehension and analysis. Strategy's Expected Result/Impact: 6-8 Reading % of achieving meets or exceeds will increase. Staff Responsible for Monitoring: 6-8 Reading Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement three-week data-driven reteach cycles using interim assessments to address student gaps. Strategy's Expected Result/Impact: 6-8 Reading % of achieving meets or exceeds will increase. Staff Responsible for Monitoring: 6-8 Reading Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2026, the percentage of middle school students meeting grade level on the STAAR Math assessment will increase from 36% to 45%.

Indicators of Success:

Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR Math 6-8

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide after-school math tutorials and STAAR Prep Boot camps targeting problem-solving and algebra readiness.</p> <p>Staff Responsible for Monitoring: Middle School Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish monthly math teacher collaboration sessions to review student performance data, align instruction across grade levels, and identify priority TEKS for reteach.</p> <p>Staff Responsible for Monitoring: Dean of Teaching and Learning and Math Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: 8th Grade Science STAAR

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

Evaluation Data Sources: 2026 STAAR Science 8

Strategy 1 Details	Reviews			
Strategy 1: Implement spiral reviews of 6th-7th grade TEKS to address gaps leading into 8th grade science. Staff Responsible for Monitoring: All Science teachers.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement district checkpoints each quarter to ensure students are on track for success. Staff Responsible for Monitoring: All Science teachers.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: 8th Grade Social Studies STAAR

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

Evaluation Data Sources: 2026 STAAR SS 8

Strategy 1 Details	Reviews			
Strategy 1: Integrate primary source analysis and DBQ-style writing into weekly instruction. Staff Responsible for Monitoring: SS grade 8 teacher	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Use targeted vocabulary instruction to strengthen understanding of key historical and civics concepts. Staff Responsible for Monitoring: SS grade 8 teacher	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: Algebra I EOC (taken in middle school)

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

Indicators of Success:

Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR Algebra I EOC

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: K-2 Reading MAP (Foundational Growth)

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

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA MAP Reading

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: K-2 Reading MAP (Grade-Level Readiness)

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

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA MAP Reading

Strategy 1 Details	Reviews			
Strategy 1: Integrate guided reading and leveled text practice to build fluency and comprehension. Staff Responsible for Monitoring: K-2 Teachers	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide family literacy workshops and take-home reading resources to support reading practice outside of school. Strategy's Expected Result/Impact: Family Literacy Night Staff Responsible for Monitoring: STEM Family Events Team Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Performance Objective 2 Problem Statements:

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: 3rd Grade Reading STAAR

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

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: 2026 STAAR Reading

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: CCMR

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

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: On Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Strengthen early advising systems for 9th-10th grade students to ensure timely completion of dual credit and TSIA2 readiness.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide structured support for ECHS students through embedded study skills, tutoring, and professor-led office hours to increase success rates in dual credit courses.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Attendance

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

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Attendance

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Discipline

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

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: FOCUS Data

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

Board Goal 4: Classroom Excellence

Board Goal 5: Culture of Excellence

Performance Objective 1: Project-Based Learning (PBL)

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

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

Performance Objective 1 Problem Statements:

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

Staff Quality, Recruitment, and Retention

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

Curriculum, Instruction, and Assessment

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

Board Goal 5: Culture of Excellence

Performance Objective 2: STEM Education

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand access to SPARKS clubs and extracurricular STEM opportunities to ensure equity across grade levels.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Family and Community Engagement 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with local industry and university faculty to bring STEM professionals into classrooms and after-school events.</p> <p>Problem Statements: School Culture and Climate 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate 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>				

Performance Objective 2 Problem Statements:

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

Family and Community Engagement

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

School Organization

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

Board Goal 5: Culture of Excellence

Performance Objective 3: College Readiness

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

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

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The Early College High School is currently not meeting Outcome-Based Measures (OBM) for Access, with the percentage of at-risk students in grades 9-12 falling more than 25% below the district average and the percentage of economically disadvantaged students falling more than 10% below the district average. This underrepresentation limits equitable access to college-readiness opportunities for the Root Cause: Limited targeted outreach and recruitment efforts may be unintentionally excluding at-risk and economically disadvantaged students. Additionally, misconceptions among families and middle school counselors about the rigor and accessibility of Early College High School may deter qualified students from applying. Limited or inconvenient transportation options may also be a deterrent for students.</p>

Student Achievement

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

School Culture and Climate

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

Family and Community Engagement

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

School Organization

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

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Implement a daily math intervention/enrichment block using MAP Growth data to target skills for Tier 2 and Tier 3 students.

Campus Improvement Team

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