

Ector County Independent School District



2025-2026 District Improvement Plan

Vision

Complete individual graduation plan then transition into a college, career, and/or military setting.

Build positive partnerships with families and community members so the necessary resources and support services can be provided.

Celebrate opportunities where hard work and progress is made in academics and self-discipline.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics is reported under the Traditional 8 areas.

Strengths

Demographics is reported under the Traditional 8 areas.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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 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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data



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 High Priority

ECISD will decrease their Significant Disproportionality Discipline African American Risk Ratio score from 3.5 to 2.4 or lower by the end of the 25/26 school year.

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 Source: RDA Reports and Frontline Data Analysis Tool.

Summative Evaluation: Met Performance Objective

Strategy 1 Results Driven Accountability

ECISD Special Services Department will provide training sessions to school administration and other relevant campus staff in the area of significant disproportionality discipline of special education students to include African American students who qualify under IDEA and 504.

Strategy's Expected Result/Impact: Educating school administrators in special education discipline will decrease the risk ratio of African American student subgroup.

Staff Responsible for Monitoring: ECISD Special Education Director of Compliance

Formative Reviews

Some Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

Strategy 2 Results Driven Accountability

ECISD Special Service Department will train 70% of ECISD staff members in Positive Behavior Interventions and support, including interventions and support that integrate best practices on grief -informed and trauma -informed care.

Strategy's Expected Result/Impact: To decrease in school and out of school suspensions for African American students.

Staff Responsible for Monitoring: ECISD Special Education Director of Compliance

Formative Reviews

Some Progress

October

Moderate Progress

January

Some Progress

March



Continue/Modify

May

Strategy 3

Special Services Department will create an early warning system and process for continuous data analysis in the area of significant disproportionality discipline.

Staff Responsible for Monitoring: Special Services

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

May

Performance Objective 2 High Priority

ECISD will decrease its Significant Disproportionality Two or More Races Risk Ratio Score from 2.6 to 2.4 or lower by the end of the 25/26 school year.

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 Source: RDA Reports and Frontline Data Analysis Tool.

Summative Evaluation: Met Performance Objective

Strategy 1 Results Driven Accountability

ECISD Special Services Department will provide training sessions to school administration and other relevant campus staff in the area of significant disproportionality discipline of students to include students of two or more races who qualify under IDEA and 504.

Strategy's Expected Result/Impact: Educating school administrators in special education discipline will decrease the risk ratio of Two or More Races student subgroup.

Staff Responsible for Monitoring: Director of Special Education Compliance

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Accomplished

May

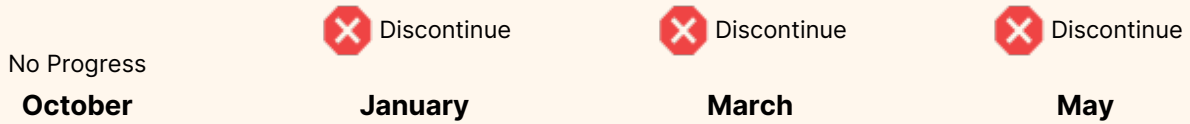
Strategy 2

ECISD building staff members will implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care 100% of the time when engaging with students who have behavior issues.

Strategy's Expected Result/Impact: To keep special education students in class to learn

Staff Responsible for Monitoring: ECISD Special Education Director of Compliance

Formative Reviews



Strategy 3 Results Driven Accountability

ECISD Special Services Department will progress monitor disciplining students who qualify for services under IDEA and 504 by analyzing data from the frontline discipline monitoring tool and provide monthly reports to the ECISD Executive Directors of Leadership.

Strategy's Expected Result/Impact: Reporting the progress monitoring of students who are disciplined to EDL's will help ECISD reach the expected Risk Ratio of 2.5 or lower in each of the student subcategories reported by RDA.

Staff Responsible for Monitoring: ECISD Special Services Supervisors and Director of Compliance.

Formative Reviews



Performance Objective 3 High Priority

The percentage of students achieving or exceeding the meets standard on STAAR grades 3 through EOC will increase from 35% to 38% by May 2026 across all tested content areas.

Indicators of Success: Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Source: STAAR Data

Strategy 1

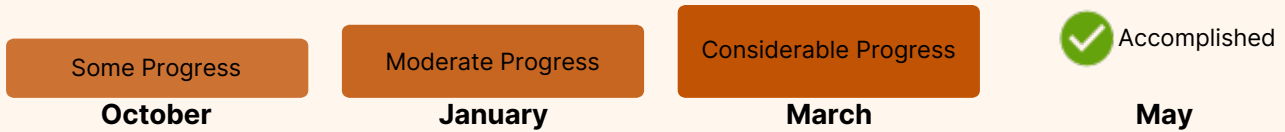
Provide ongoing professional learning opportunities for all content areas in all grade levels, PK -12. Ongoing professional learning will include days within the school calendar that are dedicated to teaching and learning.

Strategy's Expected Result/Impact: The professional learning will be highly relevant, research-based, and tailored to teacher needs, delivered by knowledgeable facilitators, empowering teachers to effectively use student data for informed instructional decisions and individualized student support.

Staff Responsible for Monitoring: ED and Directors of Academics, Coordinators

Funding Sources: Content Coordinators Title Two Professional Development, \$500,000, EDBloK-12 Title One School- Improvement, \$209,802

Formative Reviews



Strategy 2

The Elementary RLA team will support and provide professional development, support curriculum implementation and resource alignment, and collaborate with campuses to analyze and use student literacy data to drive effective, personalized instruction aligned to the Science of Reading.

Strategy's Expected Result/Impact: Improved student mastery of vocabulary, comprehension, phonics, and fluency through data-driven instruction will lead to increased student achievement and growth on literacy assessments.

Staff Responsible for Monitoring: Elementary Director of Academics

Funding Sources: iReady Reading (PD) State Comp Ed, \$200,100, LLI State Comp Ed, \$1,344, Saxon Phonics Title One Instructional Continuity, \$275,755, iReady Reading (Platform) State Comp Ed, \$558,518, PSP - Phonics Training Title Two Professional Development, , HMH - Read180 Title One Instructional Continuity, \$455,007

Formative Reviews



Strategy 3

The secondary math team will offer professional learning to improve Tier 1 instruction using HMH and Springboard as our primary core resources and IXL as our primary supplemental, adaptive resource. These learning opportunities will take place at the beginning of the school year with additional opportunities offered throughout the year.

Strategy's Expected Result/Impact: Tier 1 instruction will improve, leading to higher student engagement and improved student achievement.

Staff Responsible for Monitoring: Secondary Director of Academics

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 4

The Secondary RLA team will support and provide professional development, guide curriculum implementation and resource alignment, and collaborate with campuses to analyze and use student data to drive effective, personalized instruction aligned to best practices in reading and writing instruction.

Strategy's Expected Result/Impact: As a result of targeted professional development, curriculum support, and data-driven instructional planning, Secondary RLA teachers will implement rigorous, aligned instruction that supports increased student engagement and academic achievement. This will lead to improved student performance on STAAR ELA assessments, contributing to an increase in the percentage of students achieving Meets.

Staff Responsible for Monitoring: Secondary Director of Academics

Funding Sources: Sirius Title One Instructional Continuity, \$90,753, HMH - Read180 (Greenwood-ELA) Title One Instructional Continuity, \$455,007, Lexia State Comp Ed, \$67,650

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 5

The elementary math team will offer professional learning to strengthen Tier 1 instruction using enVision Math as the primary core resource and i-Ready as the primary supplemental, adaptive tool. These sessions will focus on promoting conceptual understanding through the CRA (Concrete-Representational-Abstract) model, encouraging hands-on, meaningful math experiences for all learners. Professional learning opportunities will be provided at the beginning of the school year, with additional sessions available throughout the year.

Strategy's Expected Result/Impact: Build teacher capacity and deepen understanding in high quality instructional best practices, improving student engagement, improved student achievement and develop strong foundational math skills

Staff Responsible for Monitoring: Elementary Director of Academics

Funding Sources: iReady Math State Comp Ed, \$319,655, Lonestar Math Title One Instructional Continuity, \$191,958, Age of Learning Math State Comp Ed, \$225,000

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 6

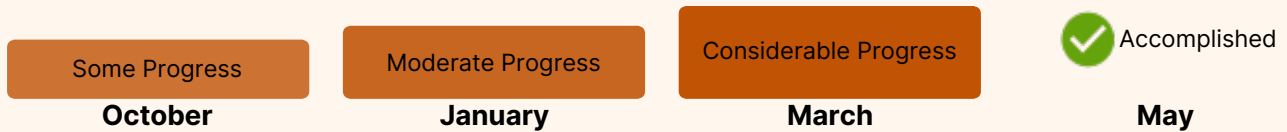
Social Studies K-12 curriculum team will align professional learning opportunities to - strong Tier 1 instruction; analytical thinking through reading, writing, and listening; and immediate and targeted feedback throughout the school year. Opportunities will include district professional learning dates, outside professional learning, and monthly pullout sessions for STAAR-tested areas.

Strategy's Expected Result/Impact: Targeted, Rigorous, and Aligned Planning and Lessons; Increased Tier 1 Instruction, Increased Student Performance on STAAR from a Meets Measure.

Staff Responsible for Monitoring: Secondary Director of Academics

Funding Sources: DBQ State Comp Ed, \$23,600, Discovery Ed State Comp Ed, \$49,131, Exploros Title One Instructional Continuity, \$77,847, Discovery ED Title One Instructional Continuity, \$72,375, Exploros (PD) Title One Instructional Continuity, \$1,500

Formative Reviews



Strategy 7

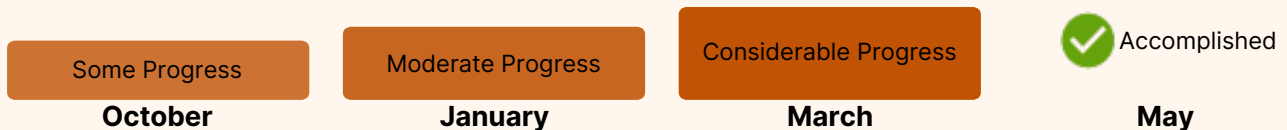
The District Science Team will use a data-driven approach and district-approved HQIM to deepen integration of all three dimensions of the new Science TEKS, ensuring aligned and inquiry-based science instruction across the district.

Strategy's Expected Result/Impact: Strengthened teacher capacity to deliver high-quality, multimodal science instruction aligned to state standards, improving TEKS mastery through inquiry-based, hands-on learning.

Staff Responsible for Monitoring: Elementary Director of Academics

Funding Sources: Vernier Title One Instructional Continuity, \$274,482

Formative Reviews



Performance Objective 4 High Priority

ECISD will improve its 3-8 grade Dyslexia STAAR Reading Language Arts Passing rate from 36.0 to 45.0 passing rate for the 25/26 school year.

Indicators of Success: Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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 Source: Texas STAAR Reading Assessment

Strategy 1 Results Driven Accountability

ECISD Dyslexia Teachers will be trained quarterly to use evidenced-based practices 100% of the time that address the needs of students who qualify for special education by using Take Flight Dyslexia Resource.

Strategy's Expected Result/Impact: Increase Dyslexia STAAR passing rates

Staff Responsible for Monitoring: Special Services Dyslexia Supervisor

Formative Reviews



Strategy 2 Results Driven Accountability

ECISD Special Service Dyslexia Supervisors will progress monitor dyslexia teachers using ECISD Take Flight Program by having teachers complete a google form each grading cycle reporting student progress in the Take Flight Program.

Strategy's Expected Result/Impact: Improve 3-8 grade dyslexia STAAR results

Staff Responsible for Monitoring: Special Service Supervisors

Formative Reviews



Strategy 3 Results Driven Accountability

ECISD Special Services Supervisors will quarterly observe and coach dyslexia teachers in dyslexia instructional strategies and how to progress monitor student progress using the Take Flight Dyslexia program.

Strategy's Expected Result/Impact: Improve 3-8 grade dyslexia students STAAR results.

Staff Responsible for Monitoring: Special Education Supervisors

Formative Reviews



Performance Objective 5 High Priority

By May 2026, 70% of RLA teachers serving BE & ESL students will attend at least one departmental

training session on Sheltered Instruction Practices.

Indicators of Success: 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 Source: Improved scores for emergent bilingual students on state assessments.

Strategy 1  **Results Driven Accountability**  **Equity Plan**

The BE & ESL Department will provide professional development focused on sheltered instruction and the integration of new ELPS standards to strengthen academic language development across content areas and grade levels for content area teachers.

Strategy's Expected Result/Impact: Improved linguistic proficiency and academic student achievement

Staff Responsible for Monitoring: BE & ESL Department Staff

Funding Sources: Title Three Bilingual/ ESL,

Formative Reviews



Performance Objective 6

Maintain at least a 95% participation rate for all state assessments for all students through May 2026.

Indicators of Success: Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Source: Internal Tracker of Participation Rates, State Final Assessment Results

Strategy 1

Build capacity in Campus Testing Coordinators through training to use Cambium reports to internally monitor participation rates at the campus level.

Strategy's Expected Result/Impact: Built capacity with campus testing coordinators in locating and running campus participation rate reports.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



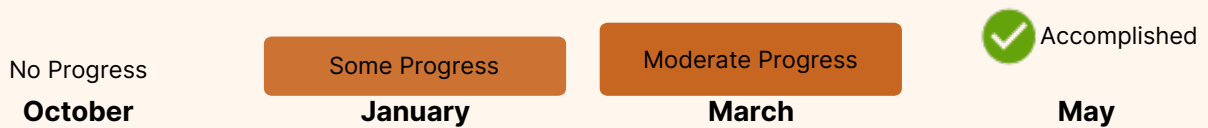
Strategy 2

Require and monitor submission of documentation for all untested students including justification for why any student was not assessed during a state assessment window.

Strategy's Expected Result/Impact: Impact will be measured by the increase of students tested during state assessment windows

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



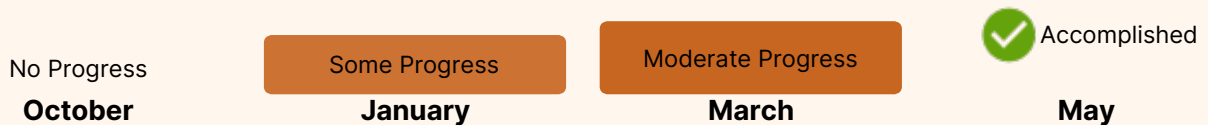
Strategy 3

Produce and track participation rates throughout state assessment windows (STAAR / EOC, TELPAS, STAAR Alt, and TELPAS Alt) to be sent to CTCs, Principals, and EDLs.

Strategy's Expected Result/Impact: Campus will have higher levels of participation during State Assessment windows.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



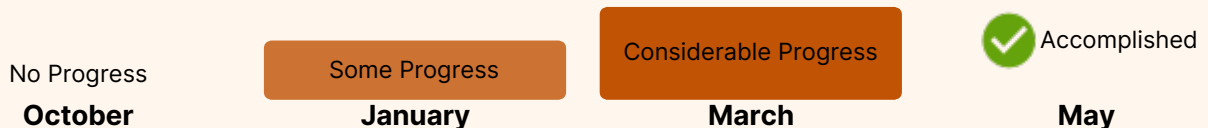
Strategy 4

Provide training to CTCs and campus administrators for how to properly handle a student refusal to test.

Strategy's Expected Result/Impact: Impact will be less students not tested due to student refusal to test.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



Performance Objective 7

Decrease the percentage of accommodations and eligibility testing errors from 35.5% to 25% of total irregularities reported in 25-26 by May 2026.

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 Source: Testing Results and Submission

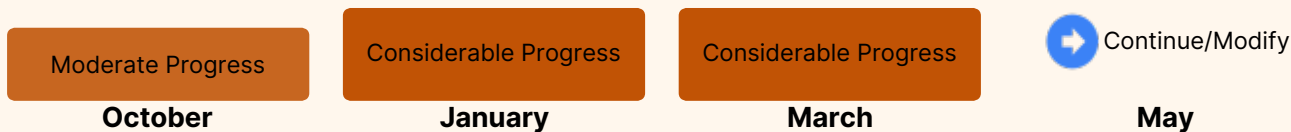
Strategy 1

Create and communicate expectations for saving plans on various platforms using the above deadlines.

Strategy's Expected Result/Impact: Expected to see reduction in accommodation irregularities at the end of 2025 - 2026 state testing.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



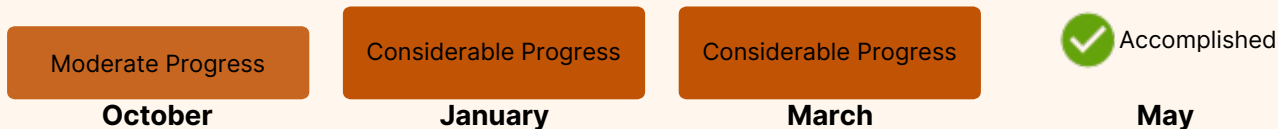
Strategy 2

Work with SPED, 504, MTSS, LPAC to establish, communicate and enforce deadlines for accommodations in platforms.

Strategy's Expected Result/Impact: Expected to see reduction in accommodation irregularities at the end of 2025 - 2026 state testing.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



Strategy 3

Work with MTSS/LPAC to establish procedures for Emergent Bilingual students served in both programs

Strategy's Expected Result/Impact: Expected to see reduction in accommodation irregularities at the end of 2025 - 2026 state testing.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 8 High Priority

Increase the percentage of students with MTSS Academic Student Support Plans that include clearly written, measurable SMART goals and evidence of ongoing progress monitoring updates in Focus from 40% to 50% by the end of the 2025-2026 school year.

Indicators of Success: Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Source: Data collected from a random sample of 100 students in MTSS/SSS FOCUS from all campuses in the 2024-2025 school year.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Results Driven Accountability

Professional Learning: Facilitate 12 MTSS sessions total; 6 at Elementary Teacher University and 6 at Secondary Teacher University to train educators on the new MTSS intervention menus, updates in FOCUS, and the new MTSS-A advancement and intervention multi-level prevention system.

Provide four after-school professional learning sessions during the school year focused on writing high-quality SMART goals and documenting ongoing progress in Focus. Sessions will incorporate the use of AI tools, growth goal menus, and MAP data.

Meet monthly, 9 times, with the MTSS Campus leads to provide protocols, procedures, and strategies.

Meet 9 times with the district MTSS committee to calibrate expectations for MTSS quality, aggregate and/or disaggregate MTSS data, and review and troubleshoot MTSS problems of practice.

Strategy's Expected Result/Impact: Facilitating 12 MTSS sessions at Teacher University will build teacher capacity to implement updated intervention menus, use Focus effectively, and apply the new MTSS-A framework with fidelity. The 4 after-school sessions will strengthen goal-setting and progress monitoring practices by integrating SMART goals, MAP data, and AI tools. Monthly meetings with MTSS Leads will ensure consistent implementation, provide ongoing support, and promote aligned practices across campuses. Regular district committee meetings will foster systemwide coherence, analyze trends, and address barriers to sustainable MTSS implementation.

Staff Responsible for Monitoring: Angela Betancur

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2 Results Driven Accountability

Refine and publish the MTSS handbook for implementation by August 1, 2025.

Strategy's Expected Result/Impact: Refining and publishing the MTSS Handbook by August 1, 2025, will ensure districtwide clarity, consistency, and fidelity in MTSS implementation. It will serve as a central guide for stakeholders, outlining expectations, procedures, and intervention protocols, ultimately reducing confusion, improving compliance, and supporting more equitable and effective student support systems across all campuses.

Staff Responsible for Monitoring: Angela Betancur

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 3 Results Driven Accountability

Monitor Focus data monthly (September-May) to identify campuses with fewer than 50% of plans meeting SMART goal and update criteria, and provide targeted outreach and support to those campuses at least once per month (9 times minimum).

Strategy's Expected Result/Impact: Regular monitoring of Focus data will identify campuses with low-quality intervention plans, allowing for timely, targeted support. This proactive outreach will improve the quality of SMART goals, increase fidelity of intervention documentation, and ensure more effective, data-driven support for students across all campuses.

Staff Responsible for Monitoring: Angela Betancur

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Some Progress

March



Continue/Modify

May

Strategy 4 Results Driven Accountability

Hire and sustain an MTSS-A Coordinator to provide district-wide leadership, training, and technical assistance for implementation of the Multi-Tiered System of Supports for Academics (MTSS-A). The Coordinator will assist campuses with Focus documentation, HB 1416 accelerated instruction compliance, and fidelity of Tier 1 and Tier 2 academic intervention practices.

Strategy's Expected Result/Impact: Adding an MTSS-A Coordinator will build district capacity to implement the MTSS-A framework with consistency and fidelity across all campuses. This role will ensure accurate HB 1416 documentation, improve the quality of SMART goals and intervention plans in Focus, and provide timely support to campuses through ongoing coaching and monitoring. The position will promote sustainable, data-driven academic supports that increase student achievement and reduce intervention gaps.

Staff Responsible for Monitoring: Director of Accountability

Funding Sources: State Comp Ed,

Formative Reviews

No Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

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 High Priority

ECISD will develop a plan to increase the number of students who are Kindergarten ready from 50% to 56% by May 2026.

Indicators of Success: Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Source: mClass data will show the percent of students who are Kindergarten Ready will increase from 50% to 56% by May 2026.

Strategy 1

ECISD will support and strengthen PreK classroom instructional strategies through high-quality professional development and observation-based coaching grounded in HQIM, RBIS, and the Science of Early Learning while adhering to TEA's HQPK requirements.

Strategy's Expected Result/Impact: ECISD will support PreK instruction by monitoring and documenting 15 hours of high-quality professional development and 15 hours of observation-based coaching per teacher by May 2026

Staff Responsible for Monitoring: Elementary Director of Academics

Funding Sources: Age of Learning - Reading State Comp Ed, \$90,816

Formative Reviews



Strategy 2

ECISD will expand PreK during the 2025-26 school year by launching the new PreK 3 and PreK 4 Burleson Early Education Center and growing the half-day PreK 3-year-old program through its 1882 partnership with the Odessa YMCA.

Strategy's Expected Result/Impact: Expected Enrollment for the 2025-2026 School Year is:
Burleson EEC= 150 PreK 3 students; 150 PreK 4 students
Odessa YMCA= 300 students

Staff Responsible for Monitoring: Elementary Director of Academics

Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Accomplished

May

Strategy 3

ECISD Social Studies will hold literacy fair opportunities for our community throughout the school year. Specific targets include - cross content books for students entering kindergarten to increase their foundational reading skills, targeted games to increase kindergarten readiness skills, and literature for parental support to increase kindergarten readiness.

Strategy's Expected Result/Impact: Increased kindergarten readiness skills in the areas of kindergarten specific to social studies.

Staff Responsible for Monitoring: Secondary Director of Academics

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Accomplished

May

Performance Objective 2 High Priority

By the end of the 2025-2026 school year, i-Ready scores for Emergent Bilingual students in Grades 3-5 will increase by 6% from the beginning-of-year baseline, as measured by district assessments.

Indicators of Success: Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Source: Iready Emergent Bilingual Data

Strategy 1 Results Driven Accountability Equity Plan

The BE & ESL Department will organize and deliver two professional development sessions each semester for teachers of Emergent Bilingual students focused on best practices in integrating literacy skills and cross linguistic connections.

Strategy's Expected Result/Impact: Improve reading and linguistic proficiency for Emergent Bilingual students in Kindergarten through 5th grade


Staff Responsible for Monitoring: BE & ESL Department Staff


Funding Sources: Title Three Bilingual/ ESL,

Formative Reviews

Considerable Progress

Considerable Progress

 Accomplished

 Accomplished

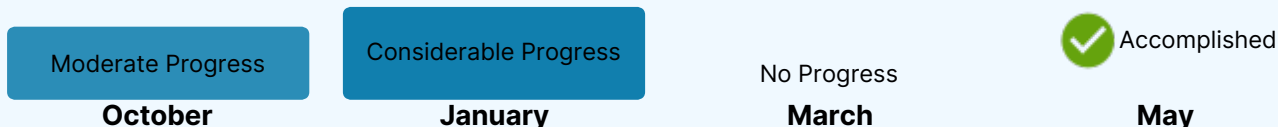
Strategy 2 **Results Driven Accountability** **Equity Plan**

The BE & ESL Department will provide training for dual language teachers at least twice a year on dual language program components and effective use of crosslinguistic connections for increased EB student growth on MAP and dual language short cycle assessments.

Strategy's Expected Result/Impact: Improve reading and linguistic proficiency for Emergent Bilingual students in Kindergarten through 5th grade

Staff Responsible for Monitoring: BE & ESL Department Staff

Formative Reviews



Performance Objective 3

ECISD will develop a plan to increase the number of 3rd-grade students reading on or above grade level from 34% to 36% by May 2026.

Indicators of Success: Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Source: STAAR, NWEA Map, Short Cycle Assessments, District Benchmark, i-Ready Diagnostic

Strategy 1

By 3rd grade, students will build background knowledge, academic vocabulary, and comprehension skills that support increased reading proficiency through Social Studies embedded literacy instruction.

Strategy's Expected Result/Impact: Students will improve comprehension and vocabulary, increasing the percentage of 3rd graders reading on or above grade level

Staff Responsible for Monitoring: Elementary and Secondary Directors of Academics

Formative Reviews



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 HB3 Board Goal

Increase the percentage of graduating seniors that have met for both sections of the TSI readiness scores ACT, SAT, or TSIA2 from 13% to 15% by 2026.

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%

Evaluation Data Source: TSIA2, SAT, ACT testing results.

Strategy 1

1. Train college prep ELA and Math teachers in college readiness curriculum that is aligned to TSIA2, SAT, and ACT standards.

Strategy's Expected Result/Impact: Graduating seniors will show an increase in passing scores on TSIA2, SAT, and ACT testing from 13.6% to 17% by May 2026

Staff Responsible for Monitoring: Director of CCMR & Post Secondary Ed.

Formative Reviews



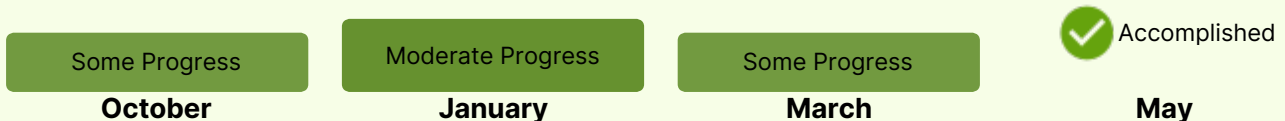
Strategy 2

Train administrators, counselors, college & career advisors and campus CCMR PLC's on an updated Progress Monitoring System for TSI readiness that includes TSIA2, SAT, and ACT. (Assessment & Data)

Strategy's Expected Result/Impact: Overall TSI readiness percentages will increase from 13.6% to 17% by 2026.

Staff Responsible for Monitoring: Director of Data Analytics, Director of CCMR & Post Secondary Education, Executive Director of Accountability & School Improvement

Formative Reviews



Strategy 3

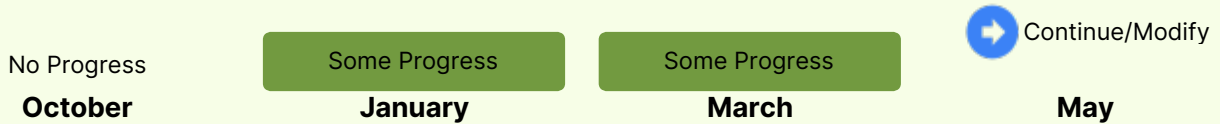
Launch TSIA2 and SAT bootcamps at high school campuses.

Strategy's Expected Result/Impact: Increased performance on TSIA2 and SAT testing showing an increase in passing scores on TSIA2, SAT, and ACT testing from 13.6% to 17% by May 2026

Staff Responsible for Monitoring: Secondary Director of Academics, Director of CCMR & Post Secondary

Funding Sources: Tutoring State Comp Ed, \$15,000

Formative Reviews



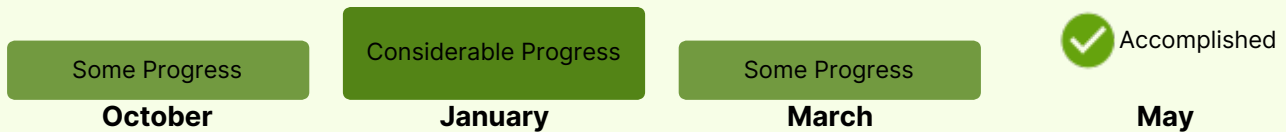
Strategy 4

Provide college readiness presentations to 8th graders transitioning into high school that give rising freshmen a clear understanding of the many opportunities for college, career, and military readiness.

Strategy's Expected Result/Impact: Increase the number of students meeting CCMR criteria and enrolling in dual credit and courses that gain industry based certifications with completer status by their senior year.

Staff Responsible for Monitoring: Director of CCMR & Post Secondary

Formative Reviews



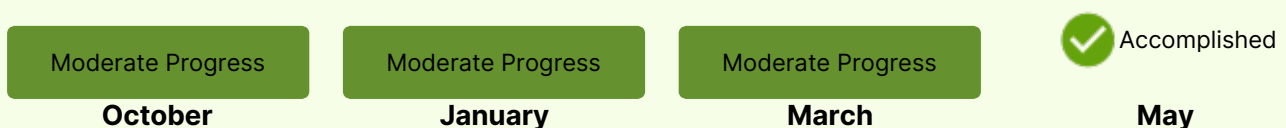
Strategy 5

Provide beginning of year training to teachers and administrators on CCMR indicators and the programs ECISD has available to our students to maintain an A rating in CCMR.

Strategy's Expected Result/Impact: The district's CCMR met percentages will increase from 88% to 93% in 2026.

Staff Responsible for Monitoring: Director of CCMR & Post Secondary, CCMR Coordinators, College & Career Advisors

Formative Reviews



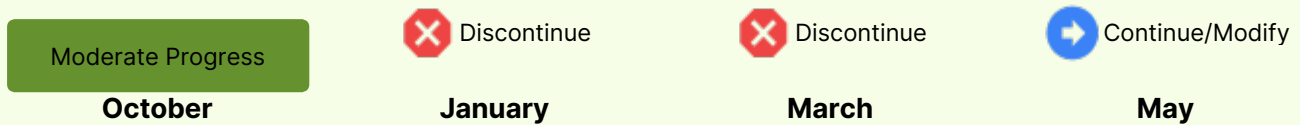
Strategy 6

Train College Prep ELA and Math teachers on an aligned College Readiness Test Prep Program.

Strategy's Expected Result/Impact: Improve the percentage of students meeting TSI testing readiness from 13.6% to 17% in 2026.

Staff Responsible for Monitoring: Director of CCMR & Post Secondary Education

Formative Reviews



Performance Objective 2 HB3 Board Goal

Increase the percentage of students enrolling in the fall immediately after high school from 49% to 54% by end of Fall 2026.

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%

Evaluation Data Source: Aggregate Reports from National Student Clearinghouse

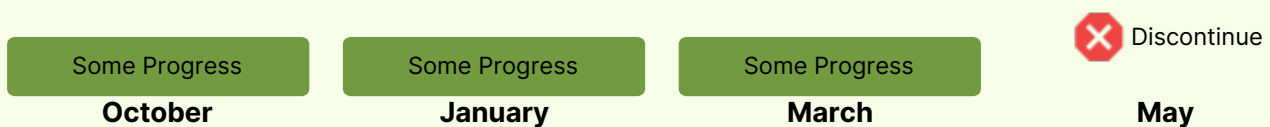
Strategy 1

Train administrators, counselors, college & career advisors, coordinators, support staff, and teachers on existing tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation planning, college planning and enrollment.

Strategy's Expected Result/Impact: The percentage of students enrolling in college in the fall immediately after high school will increase from 49% to 53% by the end of Fall 2026.

Staff Responsible for Monitoring: Director of CCMR & Post Secondary

Formative Reviews



Performance Objective 3 HB3 Board Goal

Maintain percentage of AVID Seniors earning their CCMR point at 95% May 2026.

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%

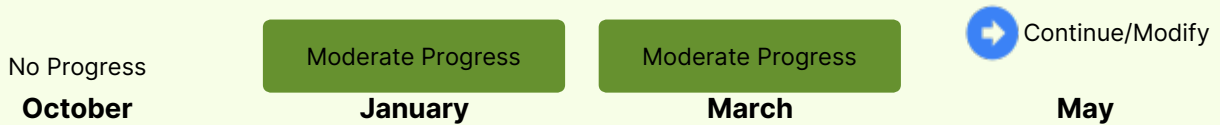
Strategy 1

Create and maintain CCMR Progress Tracker for AVID Seniors

Staff Responsible for Monitoring: AVID District Director

Funding Sources: State Comp Ed, \$139,537

Formative Reviews



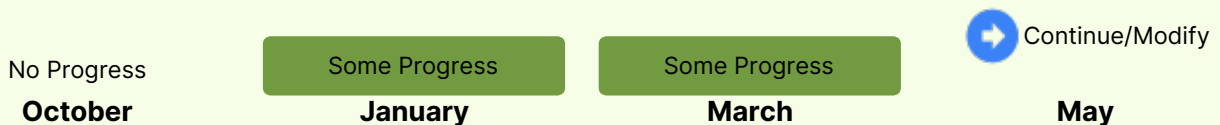
Strategy 2

Require campus Site Teams to review CCMR progress at each meeting and intervene for students at risk of missing indicators.

Staff Responsible for Monitoring: AVID District Director

Funding Sources: State Comp Ed, \$139,537

Formative Reviews



Performance Objective 4 HB3 Board Goal

Increase CTE Completers from 34% to 39% for the 2026 Graduates.

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%

Evaluation Data Source: TAPR; TEA CTE Indicator Report

Strategy 1

Enhance CTE Program of Study Awareness and Enrollment: Implement a comprehensive awareness campaign at middle and high school campuses to inform students and parents about CTE programs of study, including course sequences, career opportunities, and CCMR benefits, with a focus on early recruitment and informed program of study selection.

Strategy's Expected Result/Impact: Increased student enrollment in CTE courses aligned to programs of study, especially beginning in 9th grade, resulting in more students on track to complete a full sequence of CTE courses. Improved understanding among students and families of the value of CTE pathways will lead to more intentional course selections and higher program retention.

Staff Responsible for Monitoring: Executive Director, CTE

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2

Strengthen Course Scheduling and Advising Supports: Collaborate with counselors and campus leadership to ensure students are scheduled into coherent CTE sequences that lead to program completion, utilizing tools such as degree plans, Focus, and ongoing advisor check-ins to monitor progress toward CTE completion.

Strategy's Expected Result/Impact: Improved alignment between student schedules and CTE program requirements, reducing scheduling gaps or mismatches that prevent program completion. Students will receive more consistent and personalized guidance, leading to higher rates of progression through CTE sequences and fewer students dropping out of pathways before completion.

Staff Responsible for Monitoring: CTE Director

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Monitor Progress and Provide Targeted Interventions: Use data tracking systems to monitor students' progress toward CTE completion and identify those at risk of falling short.

Strategy's Expected Result/Impact: Timely identification of students who are off track will enable staff to intervene with specific supports, improving course completion rates and increasing the number of students earning CTE completer status.

Staff Responsible for Monitoring: CTE Counselors

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 5 HB3 Board Goal

Increase IBC attainment from 33% to 38% for 2026 graduates.

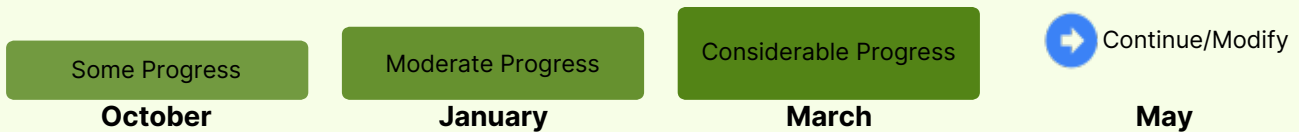
Indicators of Success: College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Strategy 1

Align Industry-Based Certifications (IBCs) to CTE Programs of Study, CTE Courses, and Local Workforce Needs: Review and revise IBC offerings to ensure they are embedded within aligned CTE courses and programs of study approved by TEA. Certifications should be intentionally integrated into the curriculum and sequenced to support students progressing through a complete program of study. Priority will be given to IBCs that align with regional high-wage, high-demand occupations and provide students with meaningful, industry-recognized credentials.

Strategy's Expected Result/Impact: Students will have greater access to relevant and attainable IBCs that are directly tied to their coursework and career pathways, increasing the likelihood of successful certification. This alignment will reduce redundancy, improve instructional focus, and ensure certifications have real-world value, which supports both CCMR accountability and postsecondary workforce readiness.

Formative Reviews



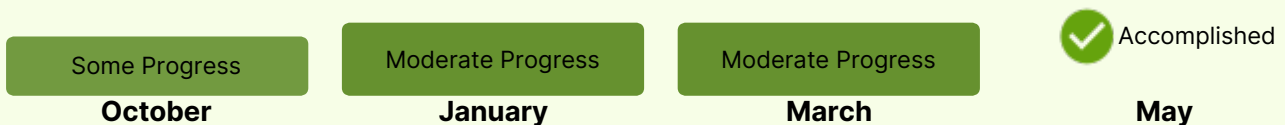
Strategy 2 Equity Plan

Provide Certification Preparation and Testing Opportunities During and Outside of the School Day: Embed IBC preparation into course curriculum and provide additional resources such as practice exams and tutoring. Ensure testing opportunities are accessible and scheduled to meet student needs across all campuses.

Strategy's Expected Result/Impact: More students will be adequately prepared for certification exams through flexible, structured support embedded in the school day and extended learning time. Increased accessibility to testing will eliminate logistical barriers, leading to higher student participation and pass rates on IBC exams.

Staff Responsible for Monitoring: Executive Director of CTE

Formative Reviews



Strategy 3 Equity Plan

Increase Teacher Capacity and Support for IBC Implementation: Offer ongoing professional development and resources for CTE teachers to integrate IBC preparation into instruction, including curriculum guides, instructional materials, and testing protocols.

Strategy's Expected Result/Impact: CTE teachers will be more confident and effective in delivering instruction aligned with IBCs, resulting in improved student performance on certification exams.

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

May

Performance Objective 6 HB3 Board Goal

Increase the percentage of students meeting both the Evidence-Based Reading and Writing (ERW) and Math College Readiness Benchmarks on the SAT from 10% to 15% by May 2026.

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%

Evaluation Data Source: CollegeBoard K-12 Reporting Data

Strategy 1

Use PSAT scores to target boot camp attendees who score within 10 points of meeting the benchmark scores for CCMR. (AAS and Campus CCMR Coordinators)

Staff Responsible for Monitoring: AAS and Campus CCMR Coordinators

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

May

Strategy 2

Implement campus-level PSAT/SAT goal-setting protocols with administrators and counselors to identify, track, and intervene for students approaching the benchmark. (Campuses and AAS)

Staff Responsible for Monitoring: AAS and Campuses

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Discontinue

May

Strategy 3

Increase access to high-quality SAT practice resources for students who are within 100 points of meeting the benchmark scores on PSAT exams, by providing practice books and online resources.

Staff Responsible for Monitoring: AAS, CCMR, Campuses

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 7

Increase the percentage of students earning a qualifying score of 3 or higher on an AP Exam from 18% to 23% by May 2026.

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%

Evaluation Data Source: CollegeBoard AP Score Report

Strategy 1

Provide at least one targeted AP review sessions for high-enrollment courses and Spring mock exams for all core AP courses. (AAS, Campus)

Staff Responsible for Monitoring: AAS

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2

Deliver one face-to-face professional learning for AP teachers on strategies to increase rigor and student achievement and support throughout the year in PLC and specialist/campus support.

Staff Responsible for Monitoring: AAS

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Use data from AP Potential and mid-year mock exams to identify and support students scoring a high-two (near the qualifying threshold) through intentional and embedded classroom support leading up to the AP exams.(Campus, AAS)

Staff Responsible for Monitoring: AP Coordinators and AAS

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Accomplished

May

Strategy 4

Build vertical alignment though intentionally embedding Pre-AP content and strategies into Honors curriculum (6-11) to improve long-term readiness.

Staff Responsible for Monitoring: AAS and Curriculum and Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Performance Objective 8 HB3 Board Goal

Increase CCMR earned through dual credit from 51% to 56% for the 2026 Graduates.

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%

Evaluation Data Source: TAPR; OnData Suite

Strategy 1

Expand Dual Credit Course enrollment through target advising that leads to a postsecondary credential.

Strategy's Expected Result/Impact: More students will have access to dual credit opportunities that fulfill both high school graduation and postsecondary credentialing requirements. This alignment will result in increased dual credit enrollment and completion, supporting both academic and CTE-focused pathways to CCMR credit.

Staff Responsible for Monitoring: Director of Dual Credit Development

Formative Reviews

Some Progress

October

Some Progress

January

No Progress

March



Accomplished

May

Strategy 2 Equity Plan

Strengthen Advising and Communication with Students and Families about Dual Credit Opportunities

Strategy's Expected Result/Impact: Improved awareness and understanding of dual credit benefits, eligibility requirements, and enrollment processes will lead to increased student participation and completion rates. Early and ongoing advising will help students select courses that align with their graduation plan and career goals.

Staff Responsible for Monitoring: Director of Dual Credit Development

Formative Reviews



Strategy 3 Equity Plan

Reduce Barriers to Dual Credit Participation through Financial, Academic, and Logistical Supports

Strategy's Expected Result/Impact: Fewer students will be prevented from enrolling in or completing dual credit courses due to financial constraints, transportation issues, or academic readiness. Providing support such as district covering tuition, and embedded dual credit instructors will lead to higher completion rates and improved CCMR outcomes.

Staff Responsible for Monitoring: Director of Dual Credit Development

Formative Reviews



Performance Objective 9 HB3 Board Goal

Increase the percentage of students earning a qualifying score of 4 or higher on at least one IB exam from 43% to 48% by May 2026.

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%

Evaluation Data Source: IB Exam data from IB Concierge

Strategy 1

Host two (fall and spring) IB exam preparation workshops that focus on assessment criteria and command terms across subject areas. (IB Coordinator, AAS)

Staff Responsible for Monitoring: Campus IB Coordinator and AAS

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Accomplished

May

Strategy 2

Build an intentional two-year IB exam calendar that strategically spaces internal assessments for students for graduating class of 2026 and 2027. (IB Coordinator)

Staff Responsible for Monitoring: Campus IB Coordinator and AAS

Formative Reviews

Some Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Provide one face-to-face and ongoing professional development that strengthens internal moderation and teacher calibration practices by using past IB mark schemes and examiner feedback to align scoring expectations. (IB Coordinator, AAS)

Staff Responsible for Monitoring: Campus IB Coordinator and AAS

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Accomplished

May

Strategy 4

At least once a month through the school year, Facilitate collaborative planning time for IB subject teachers to align instruction to assessment criteria. (IB Coordinator, AAS)

Staff Responsible for Monitoring: Campus IB Coordinator and AAS

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 10

Increase the percentage of AVID campuses achieving AVID certification from 70% to 90% by May 2026.

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%, 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%

Summative Evaluation: Significant progress made toward meeting Performance Objective

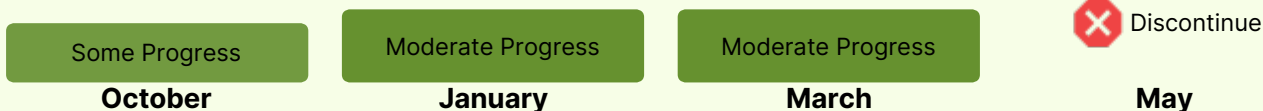
Strategy 1

Use existing Coordinator meetings to review a shared certification progress tracker each month.

Staff Responsible for Monitoring: AVID District Director

Funding Sources: State Comp Ed, \$139,537

Formative Reviews



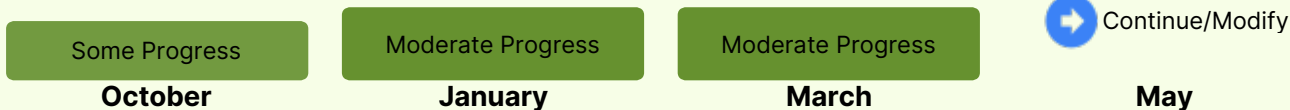
Strategy 2

Conduct brief, scheduled check-ins with Coordinators each quarter to address gaps in gathering CCI evidence and provide support.

Staff Responsible for Monitoring: AVID District Director

Funding Sources: State Comp Ed, \$139,537

Formative Reviews



Performance Objective 11

Increase TPRS seniors who meet graduation requirements who will earn a CCMR point from 91% to 96% by 2026.

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%

Evaluation Data Source: ODS CCMR Report.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Conduct monthly meetings for parents of TPRS students at Odessa College with the goal of at least 60%

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: State Comp Ed,

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2

TPRS and Post Secondary staff will conduct quarterly meetings to support CCMR initiatives

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: Tutoring Services State Comp Ed, \$20,000

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

TPRS staff will meet monthly at with parents and students at OC to promote higher education opportunities

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 4

TPRS staff will monitor all TPRS students' progress toward obtaining a CCMR point quarterly.

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: TRAC Counselors State Comp Ed,

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 5

TPRS staff will provide individual support to ensure all TPRS students complete the FAFSA/TASFA.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 12

Increase JROTC participation from 1.7% of eligible high school students to 2.5% by May 2026.

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%

Evaluation Data Source: OnData Suite

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Discontinue and/or Revise by new CCMR Executive Director

Strategy 1

Integrate JROTC demonstrations into school and community events, including public service projects, performances, and school-wide leadership roles.

Strategy's Expected Result/Impact: Increased awareness of opportunities for students that promote involvement.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

May

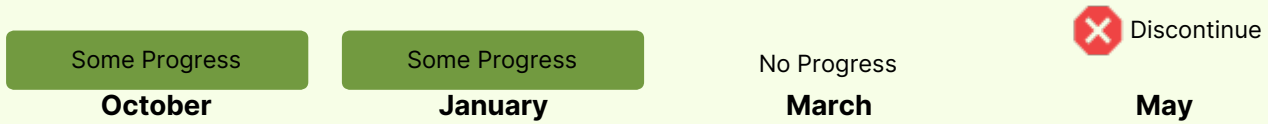
Strategy 2

Promote how JROTC offers scholarship opportunities, resume experience, and advancement in military and civilian careers.

Strategy's Expected Result/Impact: Increased collaboration between JROTC and counselors to provide this information to students.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Performance Objective 13 High Priority

Decrease the 9th grade dropout rate from 32% to 27% for all 9th graders by May 2026.

Indicators of Success: 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: continue

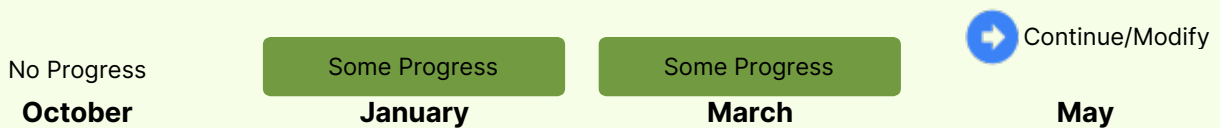
Strategy 1

SAS Counselors will identify and work with 90% of 9th grade At-Risk students using groups and drop-out prevention strategies.

Staff Responsible for Monitoring: SAS Counselors
Director of Guidance and Counseling

Funding Sources: State Comp Ed, \$1,300,000

Formative Reviews



Strategy 2

Each 9 weeks, SAS counselors will keep track of 9th grade At-Risk students' attendance and meet with students and parents.

Staff Responsible for Monitoring: SAS Counselors
Director of Guidance and Counseling

Funding Sources: State Comp Ed, \$1,300,000

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Strategy 3

Each 9 weeks, Professional School Counselors will identify 9th grade students who are at risk of failing 2 or more classes and offer services the school provides (i.e. tutoring, edgenuity, etc.)

Staff Responsible for Monitoring: School Counselors
Director of Guidance and Counseling

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Strategy 4

During the first semester, school counselors will deliver one guidance lesson to all 9th-grade students. The lesson will cover high school graduation requirements, attendance expectations, how to read a transcript, and how to access and navigate the FOCUS portal to monitor academic progress and grades.

Staff Responsible for Monitoring: School Counselors
Director of Guidance and Counseling

Formative Reviews

Moderate Progress

October



Accomplished

January



Accomplished

March



Continue/Modify

May

Board Goal 4 Classroom Excellence

Performance Objective 1 High Priority

ECISD will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Evaluation Data Source: Learning walk documentation, STAAR, SCAs, District Benchmark, NWEA Map

Strategy 1

Academics will provide and support the implementation of PK-12 Academic Priorities for ELAR, Math, LOTE, PE/Health, Science, & Social Studies.

Staff Responsible for Monitoring: Academics

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2 Results Driven Accountability Equity Plan

ECISD will provide high-quality instructional materials that serve all students.

Strategy's Expected Result/Impact: 100% of students will have access to high-quality instructional materials for tier 1 instruction.

Staff Responsible for Monitoring: ED and Directors of Academics

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

Academics will provide support for 100% of high needs designated campuses in data to action processes through PLC support & professional development.

Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional & targeted backwards planning based on student needs and data.

Staff Responsible for Monitoring: ED and Directors of Academics

Formative Reviews

 Some Progress October	 Some Progress January	 Some Progress March	 Accomplished May
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Strategy 4

The PE/Health Department will provide ongoing professional development focused on TEKS-aligned lesson design, student-centered instructional strategies, best practices, and effective classroom management. Select teachers will attend the national PE/Health convention and share key learnings across the district to enhance instructional quality and consistency.

Strategy's Expected Result/Impact: These professional development efforts will build teacher capacity, promote consistent and rigorous TEKS-based instruction, and improve student engagement and classroom management across all PE/Health classrooms. By empowering select teachers to share national best practices, the department will foster a collaborative culture of continuous improvement and elevate instructional quality district-wide.

Staff Responsible for Monitoring: Physical Education/Health District Coordinator

Formative Reviews

 Moderate Progress October	 Moderate Progress January	 Some Progress March	 Continue/Modify May
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Strategy 5

ECISD will provide Visual Arts supplemental curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. All visual art teachers will have personalized professional learning embedded in the supplemental curriculum to create a strong support mechanism for our new and struggling teachers.

Strategy's Expected Result/Impact: Aligned Resources to Standards
Providing Well-Rounded Education to ECISD Students
Formative Assessments to Track Progress

Staff Responsible for Monitoring: ED of Fine Arts

Funding Sources: Title IV, \$40,000

Formative Reviews

 Moderate Progress October	 Moderate Progress January	 Moderate Progress March	 Continue/Modify May
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Performance Objective 2  High Priority

Increase attendance rate from 91.7% to 92.7% for all students by May of 2026.

Evaluation Data Source: Attendance Rate report in FOCUS and ODS.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Specialists will continue to reach out to families with excessive absences but will have a mindset shift regarding unexcused and excused absences.

Strategy 1

COC Specialists assigned to elementary campuses will document an attendance intervention on 50% of students who have 10 unexcused absences.

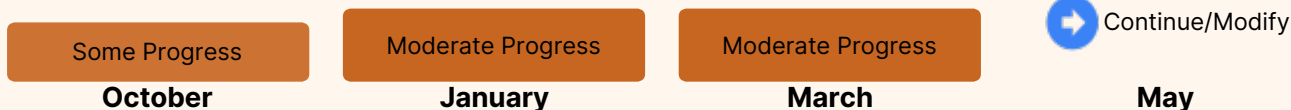
SCE: Social Service Specialists, Coordinator Community Outreach, Social Worker \$520,000

Title I: Homeless Specialist \$80,000

Title IV: Social Worker \$75,000

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews



Strategy 2

COC Specialists assigned to middle school and high schools will document an attendance intervention on 80% of students who meet 20 unexcused absences.

SCE: Social Service Specialists, Coordinator Community Outreach, Social Worker \$520,000

Title I: Homeless Specialist \$80,000

Title IV: Social Worker \$75,000

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews



Strategy 3

During the first 6 weeks, track students who meet chronically absent status, defined as missing 10% or more of enrolled school days within a school year, including both excused and unexcused.

SCE: Social Service Specialists, Coordinator Community Outreach, Social Worker \$520,000

Title I: Homeless Specialist \$80,000

Title IV: Social Worker \$75,000

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Strategy 4

COC Specialists assigned to elementary campuses will document attendance interventions on 30% of students who meet chronically absent criteria in the first 6 weeks of school by the end of the semester.

SCE: Social Service Specialists, Coordinator Community Outreach, Social Worker \$520,000

Title I: Homeless Specialist \$80,000

Title IV: Social Worker \$75,000

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

No Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 5

Leverage Communities In Schools to provide targeted wraparound support, mentoring, and case management services for students identified as at risk of chronic absenteeism, with the goal of increasing student engagement, addressing barriers to attendance, and fostering consistent school participation.

Staff Responsible for Monitoring: Executive Director of Guidance, Counseling, and Wellness

Funding Sources: Communities in Schools State Comp Ed, \$520,000

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

May

Performance Objective 3

Increase flu vaccination rate from 30.9% to 40% in ECISD student population by January 2026.

Evaluation Data Source: Focus reports, DSHS reports, TVFC data collected

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: The reporting systems designed for flu vaccination rates are not designed for the timeliness needed for this type of data tracking. This goal will be restated in a way that can be better

measured with current reporting systems in place.

Strategy 1

Provide flu and infection control information to include interventions to be implemented in the classroom to all staff at least monthly starting in October and continuing through the first of March.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews



Strategy 2

Provide accurate flu and infection control information to parents at least monthly starting in October and continuing through the first of March.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews



Strategy 3

Provide age-appropriate education for all students about the spread of illnesses and preventative measures to reduce the spread in October and January.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews



Strategy 4

Host flu vaccination clinics at various schools to reduce barriers when flu vaccinations are available to serve at least 300 students.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Some Progress

October

Moderate Progress

January

Some Progress

March



Continue/Modify

May

Performance Objective 4

Increase the percentage of Choice Schools with drafted Performance Agreements aligned to program goals from 0% to 100% by June 2026.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Discontinue and reassess direction and next steps in alignment with district priorities for the upcoming school year.

Strategy 1

Establish clear, campus-specific goals across all ECISD Choice Schools by developing and monitoring Performance Agreements aligned to each program's instructional model and student outcomes. Progress will be measured through agreement completion, principal collaboration, and goal implementation monitoring.

Strategy's Expected Result/Impact: Each ECISD Choice School has a clearly defined program identity with aligned student outcomes and goals, leading to stronger program coherence, improved accountability, and more consistent implementation of high-quality, mission-driven instruction across campuses.

Staff Responsible for Monitoring: Director of Partnerships and School Choice

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Discontinue

May

Performance Objective 5 High Priority

Decrease drop out rate from 5.1% to 3% for OSP students by May 2026.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to monitor drop out lists with consideration to OSP students.

Strategy 1 Results Driven Accountability

Track all OSP students on the drop out list every two weeks.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2 Results Driven Accountability

Monthly meeting will be set to review documentation and flag students who need follow up.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3 Results Driven Accountability

COC Specialists in middle school and high school will have a documented intervention for 100% of students on the drop out list. Documentation interventions will include calls, home visits and any attempts made to contact the parents of students on the drop out list.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

May

Strategy 4 Results Driven Accountability

COC Lab will set aside 10 slots for OSP students from the drop out list that would not normally meet criteria to attend the COC Labs. This will include freshman and sophomores.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Moderate Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Strategy 5

Provide professional development to campus administrators and registrars regarding McKinney-

Vento and Foster Care to highlight specific needs of students by the end of December.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Moderate Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

May

Strategy 6

Partner with Communities In Schools to provide targeted interventions and wraparound supports for students at risk of dropping out.

Staff Responsible for Monitoring: Executive Director of Guidance, Counseling, and Wellness

Funding Sources: Communities in Schools State Comp Ed, \$520,000

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

May

Performance Objective 6

Increase immunization compliancy rates by 1% for each required vaccine for kinder students by May 2026.

Evaluation Data Source: Focus reports, DSHS reports, TVFC data collection

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: District and State immunization tracking systems were not tracking Hepatitis A & B vaccines accurately. Hepatitis A is not required in many countries or in US states and requires a 2-dose series. Will continue to improve compliancy rates for Hepatitis A & B to meet goal in 26/27 school year. Goal was met for all other required vaccine groups.

Strategy 1

Open at least 2 more school-based TVFC clinics.

Staff Responsible for Monitoring: Director of Nursing and Health Services


Formative Reviews

Moderate Progress


October

Some Progress

January

 Accomplished

March

 Accomplished

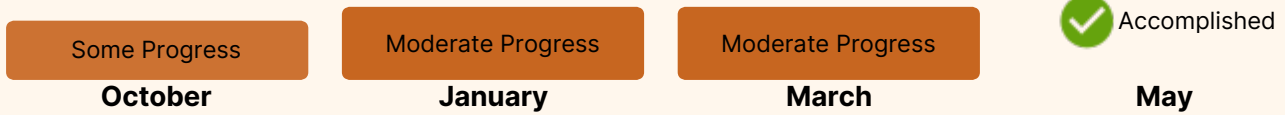
May

Strategy 2

Utilize Focus communication to provide families with vaccine information and available vaccination clinics at least twice per month.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

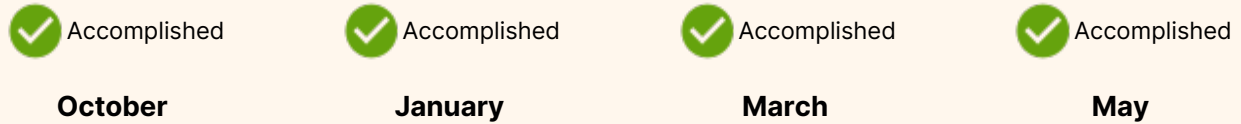


Strategy 3

Host a back-to-school immunization clinic to serve at least 100 students in meeting vaccination requirements.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

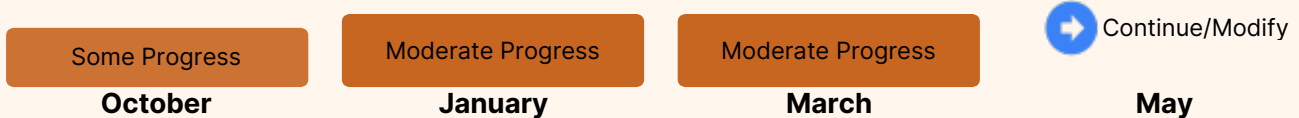


Strategy 4

Host immunization clinics in collaboration with the Inspiration Station to help reduce barriers to access to serve at least 50 students.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews



Strategy 5

Provide Nursing & Health Services team members with at least 2 additional days before students return by decreasing the number of days spent at off campus activities to provide families with timely feedback.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 6

Monitor immunization compliancy rates by campus twice monthly and share information with Nursing & Health Services team members.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 7

Host immunization clinic in October to serve at least 100 students in meeting immunization requirements.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Considerable Progress

October

No Progress

January

No Progress

March



Continue/Modify

May

Performance Objective 7

Increase percentage of students passing the 8th grade STAAR test from 29% to 34% for OSP students by May 2026.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Results Driven Accountability

COC Specialists assigned to middle schools will contact the parents of 8th grade OSP students to ensure they know they can remain at school of origin and to provide education about bussing eligibility by the end of the first 9 weeks.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

May

Strategy 2 Results Driven Accountability

Collaborate with C&I to see which students are not meeting their objectives each 9 weeks.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Strategy 3 Results Driven Accountability

COC will assign 3 specialists for 6 middle schools.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 4 Results Driven Accountability

COC specialists will monitor 8th grade OSP student's attendance each month to address attendance concerns and offer resources to students who have missed over 10% of the number of days of school offered.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 8

Increase immunization compliancy rates by 5% for Tdap and MCV4 vaccines for 7th grade students by May 2026.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Immunization compliance rates for Tdap exceeded goal by 5% and rates for MCV4 rates exceeded goal by 4%. Will change goal for 26-27 school year to focus on increasing 6th grade readiness. This will improve 7th grade compliancy rates at the start of the school year.

Strategy 1

Open at least 2 more school-based TVFC clinics.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Moderate Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

Strategy 2

Utilize Focus communication to provide families with vaccine information and available vaccination clinics at least twice per month.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Some Progress

October

Considerable Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

Host a back-to-school immunization clinic to serve at least 100 students in meeting vaccination requirements.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 4

Host immunization clinics in collaboration with the Inspiration Station to help reduce barriers to access to serve at least 50 students.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Some Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify


May

Strategy 5


Provide Nursing & Health Services team members with at least 2 additional days before students return by decreasing the number of days spent at off campus activities to provide families with timely feedback.

Staff Responsible for Monitoring: Director of Nursing and Health Services


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 6

Monitor immunization compliancy rates by campus twice monthly and share information with Nursing & Health Services team members.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Some Progress


October

Considerable Progress

January

Moderate Progress

March

 Accomplished

May

Strategy 7

Host immunization clinic in October to serve at least 100 students in meeting immunization requirements.

Staff Responsible for Monitoring: Director of Nursing and Health Services

Formative Reviews

Considerable Progress


October

No Progress

January

No Progress

March

 Continue/Modify

May

Performance Objective 9 High Priority

Increase the percentage of teachers assigned to GT cluster classrooms in grades K-5 who are trained in implementing Depth & Complexity strategies in core instruction from 22% to 70% by May 2026.

Evaluation Data Source: Attendance logs/sign-in sheets, Certification Records, Participant feedback forms, PLC schedules and attendance documentation, PLC lesson artifacts or planning templates, Live training dashboard (updated monthly), coaching logs, lesson plan submissions, teacher reflection forms, and office hours sign-in logs.

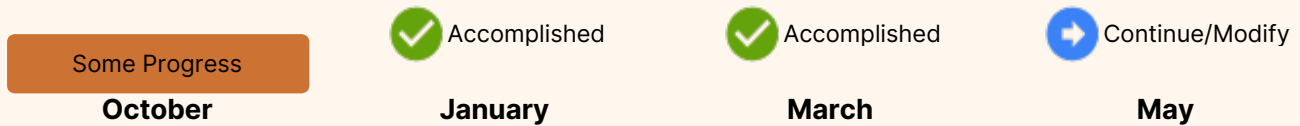
Strategy 1

Provide one district-led 1/2 day Depth & Complexity training for all K-5 GT cluster teachers at the beginning of the school year.

Strategy's Expected Result/Impact: The majority of teachers will be trained on this one contract day.

Staff Responsible for Monitoring: AAS

Formative Reviews



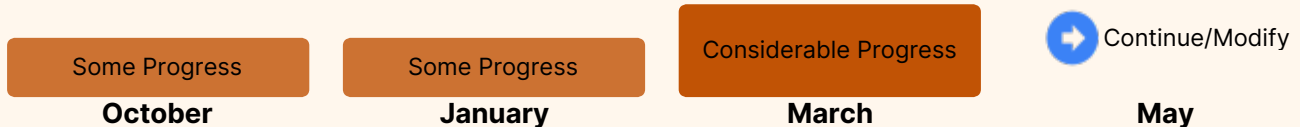
Strategy 2

Deliver targeted PLC sessions at campuses with untrained cluster teachers using modeled lessons and Depth & Complexity planning tools and provide ongoing instructional coaching and support to trained teachers, including follow-up classroom visits, co-planning sessions, and virtual office hours.

Strategy's Expected Result/Impact: Ensure teachers are trained and provide opportunity to see the training in action.

Staff Responsible for Monitoring: AAS

Formative Reviews



Performance Objective 10

Decrease TPRS drop out rate from 4% to 2% by July 2026.

Evaluation Data Source: ODS Graduation reports.

Next Year's Recommendation: Continue

Strategy 1

TPRS specialists track students on drop out list and list of students needing attendance intervention every time it is sent by the COC

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: State Comp Ed,

Formative Reviews



Strategy 2

Caseworkers will conduct home visits to students who have dropped out, are at risk of dropping out, or are chronically absent

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: State Comp Ed,

Formative Reviews



Strategy 3

TPRS staff will conduct meetings to review all TPRS students' grades, attendance, and progress toward graduation for the district and their campus-specific caseloads.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews



Performance Objective 11

Decrease the annual dropout rate for students in 8th grade by 5% for the 2025-2026 school year.

Evaluation Data Source: SQL Drop Out Reports.

Summative Evaluation: Significant progress made toward meeting Performance Objective





Next Year's Recommendation: All students on the drop out list will be monitored.

Strategy 1

Community Outreach will organize and facilitate "Welcome Walks" in the fall and in the spring to reach students who have dropped out by visiting their homes to increase engagement.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

 Moderate Progress	 Considerable Progress	 Accomplished	 Continue/Modify
October	January	March	May

Strategy 2

During the drop out window, COC staff will meet weekly to review the status of students on the drop out list.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

 Some Progress	 Some Progress	 Moderate Progress	 Continue/Modify
October	January	March	May

Strategy 3

After the drop out window, COC staff will meet monthly to review the status of students on the drop out list.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
October	January	March	May

Strategy 4

During monthly meetings staff will ensure that 100% of students with a drop out code have a documented attempt to speak with the student and/or family.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 5

A list with the names and campuses of students who have dropped out during the school year will be sent out bi-weekly to principals, counselors and other stakeholders.

Staff Responsible for Monitoring: Director of Community Outreach

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 12 High Priority

Increase TPRS student graduation rate percentage from 81% to 86% by July 2026.

Evaluation Data Source: Graduation % rates.

Next Year's Recommendation: continue

Strategy 1

Monitor TPRS students on a weekly basis to ensure that 100% of student's graduation requirements are met.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 2

Update TPRS graduation requirement tracking spreadsheet to track progress towards graduation each grading cycle.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

TPRS specialists track students on drop out list and list of students needing attendance intervention bi-weekly by the COC

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 4

Caseworkers will conduct home visits to students who have dropped out, are at risk of dropping out, or are chronically absent

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 5

TPRS staff will conduct meetings to review all TPRS students' grades, attendance, and progress toward graduation for the district and their campus-specific caseloads.

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: State Comp Ed,

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 13

Increase TPRS attendance from 85% to 90% by the end of the 2025-2026 school year.

Evaluation Data Source: Graduation % Rates.

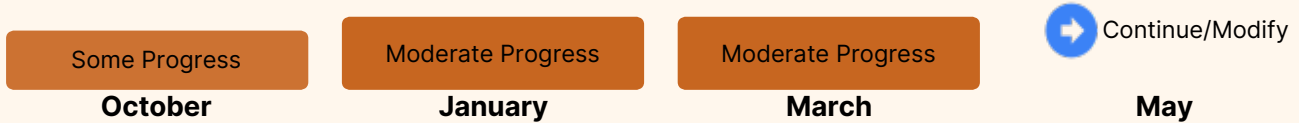
Next Year's Recommendation: continue

Strategy 1

Specialists will track TPRS student attendance weekly using the district's attendance monitoring system and report monthly summaries to program leadership.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

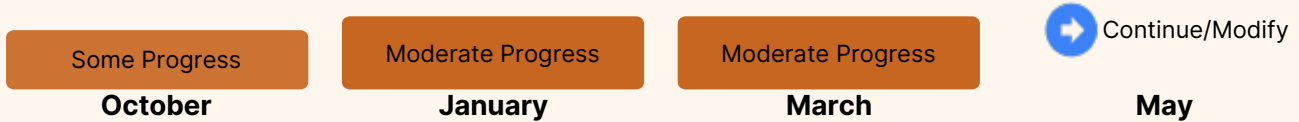


Strategy 2

Caseworkers will provide individualized support plans for 100% of TPRS students, documenting progress and barriers in biweekly case notes.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews



Strategy 3

Homebound teachers will deliver instructional services to all eligible TPRS students unable to attend school in person, with lesson delivery and student progress documented in weekly instructional logs.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews



Strategy 4

Offer ECISD childcare for all enrolled parenting students during school hours, with attendance

and utilization tracked monthly.

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews



Strategy 5

Offer district transportation services to all eligible TPRS students

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews



Performance Objective 14 High Priority

Increase percentage of Certified teachers in ECISD Classrooms, by 2.5% by June 2026.

Evaluation Data Source: District/Human Capital SQL Reports,

Strategy 1

Incorporate individualized plans and communications with our current non certified instructional staff 0 District of Innovation (DOI) Noncertified Teachers and Instructional Facilitators (IFs) to ensure information, accountability, and support in obtaining their teaching certification.

Strategy's Expected Result/Impact: Communication, Support, and accountability to help noncertified instructional staff work towards certification.

Staff Responsible for Monitoring: Executive Director of Human Resources, Human Resources Directors

Formative Reviews



Performance Objective 15

Increase the percentage of music performance evaluations receiving a UIL Division 1 rating ("Superior") from 46.61% to 60% by May 2026.

Evaluation Data Source: UIL Evaluation Results

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: We met this performance objective. Next year the percentage needs to be increased.

Strategy 1

Establish a UIL Evaluation review and support system. This will analyze current data and provide coaching strategies based upon review system results.

Strategy's Expected Result/Impact: Relevant data that informs instruction.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Strategy 2

Implement targeted professional development focused on UIL criteria (UIL rubrics).

Strategy's Expected Result/Impact: Increased awareness of standards and the expectation to improve.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Strategy 3

Expand the programs participating in UIL Evaluations to include all MS Programs.

Strategy's Expected Result/Impact: Additional programs being evaluated.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Performance Objective 16

Increase participation by our high school dance programs in UIL-style pilot evaluation organized by TDEA from 50% (one school) to 100% (both schools) by May 2026.

Evaluation Data Source: TDEA Evaluation Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Retain as a performance objective for 2026-2027

Strategy 1

Align instruction with TDEA rubric standards, incorporating judge-style feedback into rehearsals.

Strategy's Expected Result/Impact: Increased knowledge of performance standards and increased opportunity for success at evaluation.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Strategy 2

Additional transportation funding support by the Fine Arts department to eliminate barriers to participating in the UIL-style evaluation typically hosted around Austin, TX.

Strategy's Expected Result/Impact: Less reliance on booster club or parental funding

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Performance Objective 17

By June 2026, the percentage of OPT candidates successfully passing their required certification exam on the first or second attempt will increase from 64% to 72%.

Evaluation Data Source: TEXes Certification Data

Summative Evaluation: Met Performance Objective

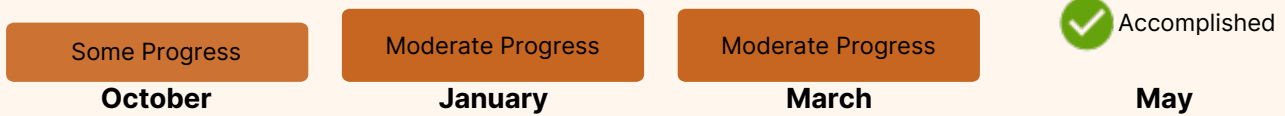
Next Year's Recommendation: Continue

Strategy 1

Require completion of certified teacher courses via the online platforms "Certify Teacher" and "240 Tutoring"

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Strategy 2

Require all candidates to achieve an 80% or greater on the certification practice test before being approved to take the actual certification test.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

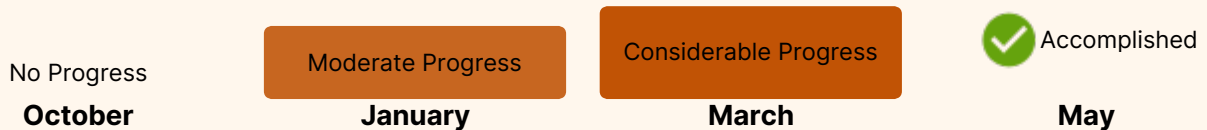


Strategy 3

Require all candidates to attend test preparation and tutoring sessions outside of scheduled OPT monthly sessions.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Performance Objective 18

By June, 2026, Talent Development will collaborate with Human Resources and the Bilingual Department to expand existing support for international teachers and achieve a 90% or better retention rate.

Evaluation Data Source: International Teacher retention data through Human Resources

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Do not continue

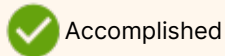
Strategy 1

Collaborate with Human Resources to host a dedicated international teacher welcome and connection session during New Teacher Orientation (July 2025), focused on building relationships, introducing ECISD culture, and encouraging peer support.

Staff Responsible for Monitoring: Director of Talent Development

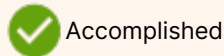
Funding Sources: Three HR/Talent Development Coaches Title Two Professional Development, \$270,000

Formative Reviews



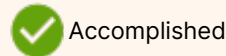
Accomplished

October



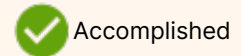
Accomplished

January



Accomplished

March



Accomplished

May

Strategy 2

Coordinate a follow-up virtual or in-person touchpoint by late September 2025, giving international teachers space to share experiences, ask questions, and reconnect with Talent Development, Human Resources, Bilingual and each other.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

No Progress

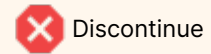
October

No Progress

January

No Progress

March



Discontinue

May

Strategy 3

Gather feedback from mentors of international teachers by November 2025 to identify common cultural questions and challenges and inform improvements to future support structures.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

No Progress

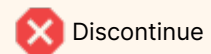
October

No Progress

January

No Progress

March



Discontinue

May

Strategy 4

Implement a mid-year check-in survey in January 2026 to assess how supported international teachers feel and identify any additional areas of need.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Discontinue

May

Strategy 5

Share insights and recommendations with HR and Bilingual by March 2026 to guide enhancements for the 2026-2027 cohort.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Discontinue

May

Performance Objective 19

The number of Opportunity Culture completed coaching cycles for all MCLs and MRTTs will increase from 5% to 25% by May, 2026

Evaluation Data Source: Observational Coaching Data tracking tool in Schoolmint Grow

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Do not continue

Strategy 1

Establish Clear Documentation Expectations through an Opportunity Culture and MCL Handbook:

Define and communicate district-wide expectations for coaching cycle documentation, including timelines, and non-negotiables. Incorporate documentation protocols into MCL/MTRT onboarding and ongoing professional development.

Strategy's Expected Result/Impact: The handbook will clearly define expectations for the MCL role and achieve greater consistency of implementation across campuses.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Some Progress

October

Some Progress

January

No Progress

March



Discontinue

May

Strategy 2

Integrate Coaching Documentation into Performance Reviews:

Tie accurate and timely coaching documentation to annual evaluations and growth goals for MCLs and MTRTs. Use Grow by Level Data to track compliance rates and provide regular feedback.

Strategy's Expected Result/Impact: Provide accountability for MCLs and MTRTs to increase coaching effectiveness and improve student achievement.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Implement a Regular Review and Feedback Loop:

Conduct regular reviews of Grow by Level Data entries to ensure accuracy and consistency. Offer targeted support and retraining for MCLs/MTRTs who consistently underdocument in the platform. Conduct regular reviews with principals of Tier 4 campuses

Strategy's Expected Result/Impact: Remediation and data review for MCLs/MTRTs and principals will provide just-in-time support to increase effectiveness and classroom impact.

Staff Responsible for Monitoring: Director of Talent Development

Funding Sources: Stipends for all Opportunity Culture positions Title One School-wide, \$1,900,000

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Discontinue

May

Strategy 4

Leverage Data for Visibility and Recognition:

Create Grow by Level Data reports for principals and district leaders to monitor coaching frequency, topics, and teacher progress. Publicly celebrate teams or individuals who demonstrate high-quality documentation and coaching fidelity.

Strategy's Expected Result/Impact: Increased awareness of coaching cycles and quality of documentation by EDLs and Principals will improve monitoring and implementation of best practices.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Discontinue

May

Strategy 5

Align Coaching Documentation with Teacher Support Goals:

Ensure that each coaching cycle logged in Grow by Level Data is explicitly connected to teacher development plans, MAP growth targets, or T-TESS goals. Highlight the value of documentation as a tool for reflection, alignment, and goal tracking.

Strategy's Expected Result/Impact: Effective Coaching practices will impact teacher performance and lead to improved student growth.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Discontinue

May

Performance Objective 20

Attendance will be monitored at required professional learning sessions, ensuring 85% attendance rates for teachers at Year 1 and Year 2 blended learning schools by January 2026.

Evaluation Data Source: BL PD Calendar; Campus Training Attendance Tracker

Strategy 1

Establish a structured professional learning tracking system plan to ensure 95% completion of required sessions by Year 1 and Year 2 blended learning teachers by January 2026.

Staff Responsible for Monitoring: Jessica Dominguez

Formative Reviews

Moderate Progress

October



Accomplished

January



Accomplished

March



Continue/Modify

May

Strategy 2

Establish a proactive communication plan to ensure 95% completion of required sessions by Year

1 and Year 2 blended learning teachers by January 2026.

Staff Responsible for Monitoring: Jessica Dominguez

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Discontinue

May

Performance Objective 21

Increase instructional staff participation in professional learning focused on AI Literacies from not being tracked to 85% by October 2025.

Strategy 1

Define and Communicate Clear Expectations for AI use with teachers and students.

Staff Responsible for Monitoring: Jessica Dominguez

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Discontinue

May

Strategy 2

Offer flexible and learning formats & opportunities that will be determined during beginning of school planning with campus principals.

Staff Responsible for Monitoring: Jessica Dominguez

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 3

Track campus participation

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Performance Objective 22

By June 2026, the first-year teacher retention rate will increase from 62% to 70%.

Evaluation Data Source: First year teacher retention data from HR.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Develop a different goal for monitoring Novice Teachers

Strategy 1

Under the Human Capital Division, the Talent Development Department and Human Resources Department will collaborate and develop a plan for New Teacher tracking and intervention by April, 2026

Strategy's Expected Result/Impact: Developing a tracking system will assist the district in understanding and supporting new teacher attrition. It will also provide the Human Capital and Academics and Accountability divisions in providing just-in-time training for new teachers

Staff Responsible for Monitoring: Director of Talent Development; Director of Human Resources

Formative Reviews

No Progress

October

No Progress

January

Some Progress

March



Discontinue

May

Board Goal 5 Culture of Excellence

Performance Objective 1

Decrease percent of irregularities related to MAP in 25-26 from 32.4% to 25% by May 2026

Summative Evaluation: Met Performance Objective

Strategy 1

Work with TIA to establish guidance for when a terminated assessment becomes an irregularity.

Strategy's Expected Result/Impact: Expected result is campuses coordinators understand when this will be an irregularity.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Discontinue

May

Strategy 2

Train the differences between MAP and state assessment systems.

Strategy's Expected Result/Impact: The campus testing coordinators will disseminate the differences to their campuses.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Discontinue

May

Strategy 3

Explicitly train and provide guidance on the terminate button.

Strategy's Expected Result/Impact: There will be less irregularities due to termination of the MAP test.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



Strategy 4

Develop scenarios for MAP training.

Strategy's Expected Result/Impact: There will be less irregularities and more understanding of MAP testing.

Staff Responsible for Monitoring: Assessment Department

Formative Reviews



Performance Objective 2

Increase family awareness and participation opportunities of Choice programs from 1 to 2 for all families by May 2026.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Increase family participation in Choice School navigation and support opportunities from 1 to 3 district-supported engagement opportunities for all interested families by May 2027.

Strategy 1

Increase family awareness and participation in ECISD Choice Programs through a coordinated communication and outreach plan that includes digital tools, in-person events, and personalized application support. Progress will be measured through communication reach, event participation, and family engagement during the application process.

Strategy's Expected Result/Impact: More families are informed, engaged, and empowered to explore and apply for ECISD Choice Programs, leading to increased application rates, more equitable access to information, and better alignment between student needs/interests and program placement.

Staff Responsible for Monitoring: Director of Partnerships and School Choice

Formative Reviews



Performance Objective 3  **High Priority**

100% of campuses will provide a safe and supportive environment by May 25/26.

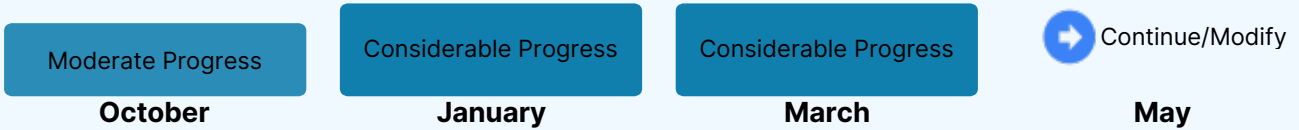
Evaluation Data Source: Legal Essentials Checklists, SafeSchools completion, Staff Sign-in Sheets

Strategy 1

100% of staff will receive awareness training about child abuse/maltreatment of children and sex trafficking, Suicide Prevention education, harassment and dating violence through SafeSchools and face-to-face instruction concerning child abuse reporting requirements, suicide prevention protocols and ECISD-specific procedures by Professional School Counselors and SAS Counselors. Required child abuse awareness posters for students and staff will be displayed on all campuses.

Staff Responsible for Monitoring: Professional School Counselors
Principals

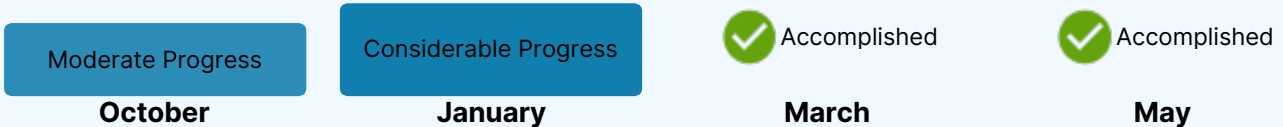
Formative Reviews



Strategy 2

100% of ECISD Police Officers will be trained in new legislative updates, including in the areas of criminal law, traffic law, education code, and current investigation tactics (including social media investigations).

Formative Reviews



Strategy 3

Utilizing the Legal Essentials checklist and the required providers, 100% of campuses will provide guidance curriculum to students in the following areas: anti-bullying, character education, child abuse, college and career planning/advising, conflict resolution, cyberbullying, dating violence/violence prevention, drop-out prevention, human trafficking, mental health and warning signs, substance abuse, suicide prevention, decision-making, self-efficacy, and other student wellbeing topics.

Staff Responsible for Monitoring: Professional School Counselors
Director of Guidance and Counseling

Formative Reviews

No Progress

October

Considerable Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 4

100% of school staff will receive Trauma and Grief Informed Classroom and Educator Wellness training from the Professional School Counselor or SAS counselor.

Staff Responsible for Monitoring: Professional School Counselors
Principals

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

May

Strategy 5

Through the utilization of the Student Handbook and through Parent Engagement Nights, parent awareness will be provided in the areas of suicide prevention and notification procedures, sex abuse, sex trafficking and other maltreatment of children, trauma-informed care and counseling services available.

Staff Responsible for Monitoring: Director of Guidance and Counseling
Professional School Counselor
SAS Counselor

Formative Reviews

No Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

May

Performance Objective 4 High Priority

Increase the development of the Comprehensive School Counseling Program (CSCP) District framework from 10% to 50% that will be used by 100% of campuses by May 2026.

Evaluation Data Source: Sign-In Sheets, District data concerning Behavior, Discipline, Attendance, Pre/Post test data

Summative Evaluation: Met Performance Objective

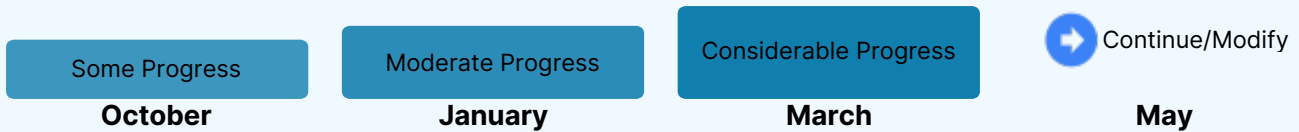
Next Year's Recommendation: Increase the development of the Comprehensive School Counseling Program (CSCP) District framework from 50% to 95% that will be used by 100% of campuses by May 2026.

Strategy 1

The District will create a CSCP committee which will meet monthly (10 times) to develop the CSCP

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews



Strategy 2

Training on the development of the CSCP will occur 8 times for each campus counselor by May 2026.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

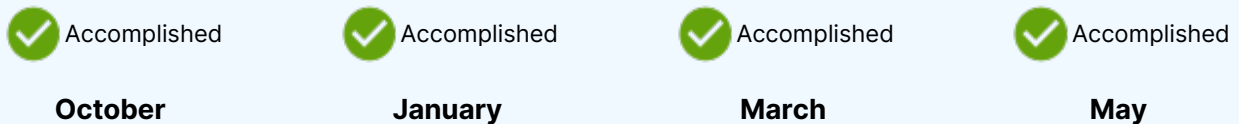


Strategy 3

ECISD Guidance and Counseling Department will provide 1 training to Campus Administration on the Roles and Responsibilities of a School Counselor.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews



Strategy 4

3 District-required guidance lessons will be provided to each grade level. District lessons will pertain to academics, attendance and/or behavior. Each District lesson will have a pre/post test and Professional School Counselors will provide data to the Campus Leadership teams.

Staff Responsible for Monitoring: Director of Guidance and Counseling
School Counselors

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

May

Performance Objective 5 High Priority

Increase District-wide connectedness from 39% to 42% by the end of May 2026.

Evaluation Data Source: Panorama Data, Lesson Plans, Sign-In sheets

Strategy 1

ECISD PreK-12 Student Well-Being Framework and standards will be aligned with and integrated into curriculum and instruction across all grade levels and content.

Staff Responsible for Monitoring: Coordinator of Student Well-being and Support

Formative Reviews

Some Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2

Panorama surveys will be administered 2 times per year with a goal of 95% participation rate in grades 3-12.

Staff Responsible for Monitoring: Coordinator of Student Well-being and Support

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Provide ongoing professional learning available to all staff with strategies that support student well-being in collaboration with Talent Development and MTSS teams.

Staff Responsible for Monitoring: Coordinator of Student Well Being and Support

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

May

Performance Objective 6

Increase the percentage of K-2 general education teachers in cluster classrooms who engage in training on identifying and supporting gifted learners from 50% to 70% by May 2026.

Evaluation Data Source: Attendance logs, training tracker, Feedback forms

Strategy 1

Offer professional development sessions on GT identification and classroom differentiation for K-2 teachers at least once a month leading up to identification in December.

Strategy's Expected Result/Impact: K-2 teachers will all be trained on foundational supports for GT students.

Staff Responsible for Monitoring: AAS

Formative Reviews

Some Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

Performance Objective 7

Increase student connectedness from 28% to 30% for High School students by EOY 2026.

Evaluation Data Source: Panorama Survey

Strategy 1

100% of campuses will offer professional development to all teachers on iLead implementation

Staff Responsible for Monitoring: Coordinator of Student Well Being and Support

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

May

Strategy 2

Every 6 weeks, all campus counselors will complete brief, check-ins with staff to track iLead implementation

Staff Responsible for Monitoring: Coordinator of Student Well Being and Support

Formative Reviews



Strategy 3

100% of campuses will submit their schedule for students to complete iLead lessons

Staff Responsible for Monitoring: Coordinator of Student Well Being and Support

Formative Reviews



Strategy 4

100% of campuses will submit a plan for campus culture building for students and staff.

Staff Responsible for Monitoring: Coordinator of Student Well Being and Support
Director of Guidance and Counseling

Formative Reviews



Performance Objective 8 High Priority HB3 Board Goal

Increase Effectiveness and Efficiencies in District Operations - By December of 2025, 100% of the departments will demonstrate improvements in effectiveness and efficiency.

Evaluation Data Source: ECISD generated monitoring tools -ECISD Operations Department Goal Progress Monitoring Document and Operations SMART Goals 2024-25

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

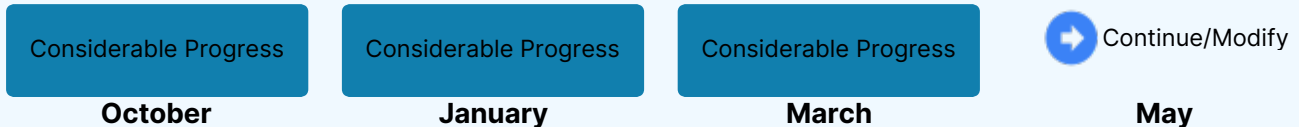
Strategy 1

Gather and desegregate the data collected from August 2024-May 2025 to create a baseline for each division within Operations. Criteria will be developed to test the baseline information used for implementation and monitoring from June 2025- December 2025. Any adjustments and additional Goals/KPI's will be added to better refine the SMART Goal of Effectiveness and Efficiency.

Strategy's Expected Result/Impact: All divisions will be able to capture and use data to ensure effectiveness and efficiency improvement throughout the year. We will use three areas of focus that will ensure success, Effectiveness/Efficiency, Communication, and Leadership.

Staff Responsible for Monitoring: All Directors and ED.

Formative Reviews



Performance Objective 9

ECISD will increase the reevaluation process of data governance domains from not tracked to 50% for relevant departments by May 2026.

Evaluation Data Source: Data Governance Domain library

Strategy 1

Establish a structured, phased reevaluation process across departments using training and support, beginning with foundational work in Fall 2025, followed by two implementation waves reaching 50% departmental engagement by May 2026.

Strategy's Expected Result/Impact: This strategy is expected to strengthen organization alignment, foster a culture of continuous improvement, and build process ownership by engaging 50% of them in a consistent, data-informed reevaluation process by May 2026.

Staff Responsible for Monitoring: Director of Information Systems and Chief Technology Officer

Formative Reviews



Performance Objective 10

ECISD will increase the reevaluation process of Student SQL reports from 10% to 50% for district end users by May 2026

Strategy 1

ECISD will increase Student SQL report reevaluation from 10% to 50% by May 2026 through a phased strategy that includes setting clear evaluation criteria, improving SQL run times, implementing a new naming convention and systematically expanding departmental participation.

Strategy's Expected Result/Impact: The expected result of this strategy is improved data accuracy, greater user confidence in reports, and more effective data-driven decision-making across the district, as a larger share of Student SQL reports are reviewed, validated, and aligned with current needs.

Staff Responsible for Monitoring: Director of Information Systems and Chief Technology Officer

Formative Reviews



Performance Objective 11

Increase network redundancy coverage from 85% to 100% for all district facilities by connecting the Big Bend Technology site to the ring topology with appropriate hardware purchases and implementation of the secondary failover connection, ensuring proper routing and continuous network availability to support uninterrupted learning and student access by May 2026.

Strategy 1

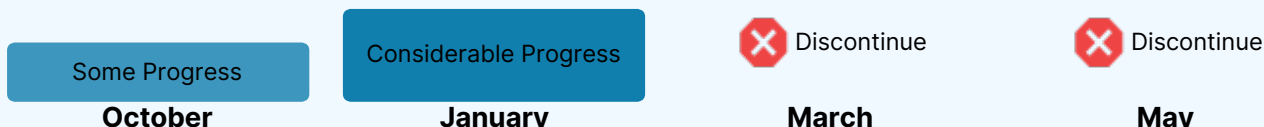
Erate Application. RRP Fiber Buildout, Hub Site to BBT Connection, upgrade routers (smaller ones)

Strategy's Expected Result/Impact: 100% coverage

Staff Responsible for Monitoring: CTO, Director of Information Technology, Technology Services Coordinator

Funding Sources: Local funds and Erate Local,

Formative Reviews



Performance Objective 12

100% of campuses will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects

Evaluation Data Source: STAAR, NWEA Map, SCAs, District Benchmarks, TIA Assessments

Strategy 1 Results Driven Accountability

C&I will align grade level TEKS to the Portrait of a Graduate PK-12.

Strategy's Expected Result/Impact: Increase student engagement, improved quality of student work and readiness for succes beyond the classroom.

Staff Responsible for Monitoring: ED of C&I, Coordinators

Formative Reviews



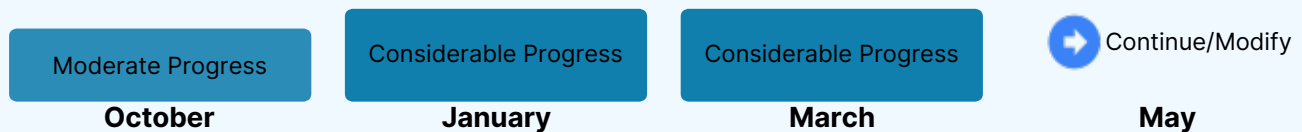
Strategy 2

Implement Researched-based Instructional Strategies (RBIS) to promote a culture of excellence across all areas.

Strategy's Expected Result/Impact: effective and engaging instruction, increased academic achievement, stronger teacher practice and confidence, and mastery of grade level TEKS across all content areas.

Staff Responsible for Monitoring: ED of C&I, content coordinators, Director of Advanced Academics, Director of Early Childhood

Formative Reviews



Performance Objective 13 High Priority

The Athletic Department will reduce coach turnover among 0-3 coaches by 20% over the next five years, focusing on a 4%-8% decrease by May 2026.

Evaluation Data Source: Mentorship program, Coaches Academy, Feedback Survey

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

ECISD Coaches Academy for 0-2 year coaches

Strategy's Expected Result/Impact: Retention of coaches to stay in ECISD. Engaging coaches on topics to help them in the classroom and in athletics.

Staff Responsible for Monitoring: Athletic Department

Formative Reviews



Performance Objective 14

Increase the percentage of support requests submitted through the GetHelp system from 60% to 100% for all staff by May 2026.

Evaluation Data Source: GetHelp platform analytics and ticket completion
District phone call logs

Strategy 1

Implement a centralized support model with a single point of contact (SPOC), including the rollout of eHector (AI help bot), staff training, and a knowledge base to streamline support request submissions

Strategy's Expected Result/Impact: The focus is on launching the centralized intake and triage system (SPOC), initiating staff training on both the GetHelp system and eHector, and promoting GetHelp through internal communications. During this phase, baseline usage and response times will also begin to be tracked. Efforts then shift toward monitoring and evaluating initial response times and ticket resolution rates, continuing professional development on support tools, optimizing eHector based on early feedback, and increasing awareness campaigns to encourage broader adoption of GetHelp. The plan then includes conducting satisfaction surveys and analyzing feedback, finalizing the full rollout of eHector and the knowledge base, targeting remaining staff who have not yet adopted the GetHelp system, and evaluating progress toward the goal of 100% usage--adjusting strategies as needed.

Staff Responsible for Monitoring: Director of Technology Support
Chief Technology Officer

Formative Reviews



Performance Objective 15

Decrease teacher turnover as noted in the Texas Academic Performant Reports (TAPR) 1.5% by June 2026

Evaluation Data Source: Texas Academic Performant Reports (TAPR)

Strategy 1

Expand current "stay" Surveys and data and incorporate with Principal Supervisor distribution

Strategy's Expected Result/Impact: Increases employee sense of community will increase retention and reduce teacher turnover.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews



Performance Objective 16

Review Long Range Master Facility Plan (LRFMP) created by PBK by July 2025 and establish a functioning, LRFMP committee by May 2026.

Evaluation Data Source: None

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue implementation of the performance objective

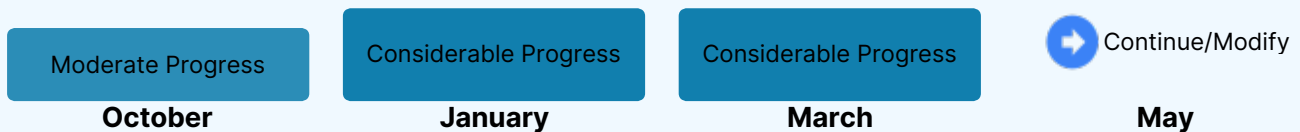
Strategy 1

Director of Operations and ED will meet 1x per week to work through the document. During the meetings we will gather information and write down any questions that arise. We will also consider our current bond program and cross check P1P2 against the LRMFP 2017-2027, the document was published in October 2017.

Strategy's Expected Result/Impact: Over the 60 days we will review the document and research any historical documents that may be in place. Then we will inform Cabinet on any findings that moves the district in the direction laid out in the document.

Staff Responsible for Monitoring: Director of Operations, ED of Operations, Associate Superintendent of Operations

Formative Reviews



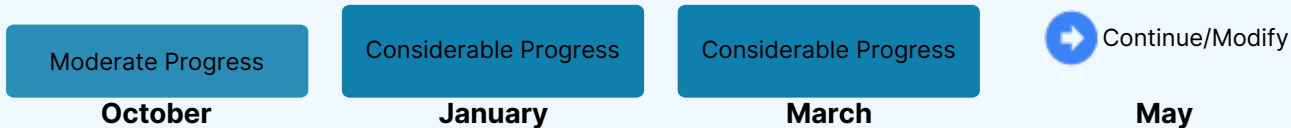
Strategy 2 Equity Plan

Establish a LRFMP to develop criteria for next steps in developing a long-range plan.

Strategy's Expected Result/Impact: A clearer focus will be established with regard to long range facility planning. The plan will align with the new, strategic plan for the District.

Staff Responsible for Monitoring: Operations Directors, Executive Director, Associate Superintendent of Operations

Formative Reviews



Performance Objective 17

Increase music teacher utilization of instrument inventory management system from 25% to 75% of music programs by May 2026.

Evaluation Data Source: Inventory Management System (CutTime) Report

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: No reason to continue

Strategy 1

Create Standard Operating Procedures (SOPs) for adding, checking out, and returning items in the inventory management system. This will include step-by-step guides with screenshots and/or video tutorials.

Strategy's Expected Result/Impact: Establishes clear procedures for how to utilize the inventory management system and eliminate barriers for use.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



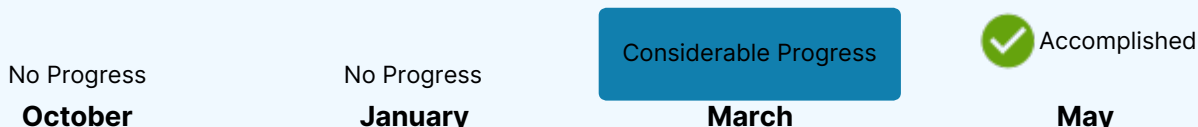
Strategy 2

Establish fixed dates and procedures for inventory checks.

Strategy's Expected Result/Impact: An organized method for tracking the compliance with utilization of the inventory management system.

Staff Responsible for Monitoring: ED of Fine Arts

Formative Reviews



Performance Objective 18

By April 1, 2026, all departments will follow a standardized LAUNCH onboarding checklist, and 100% of new employees hired after May 15, 2026 will receive their welcome communication and technology setup instructions at least 2 business days before their start date.

Evaluation Data Source: New hire data from Human Resources department

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Include in different different performance objective

Strategy 1

Finalize and distribute the standardized LAUNCH checklist with timelines and responsibilities to all department leaders by April 1, 2026

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Strategy 2

Provide editable welcome email templates for campuses with key information (report time, contact info, parking, etc.) to be shared with departments in early April, 2026.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Strategy 3

Coordinate with HR and Technology to implement a tech access setup protocol (email, Focus, shared drives) by mid-April 2026.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Strategy 4

Launch a 30-day onboarding feedback survey for new hires and departments by April, 2026 with full process implementation starting June 1.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Discontinue

May

Performance Objective 19

By November 1, 2025, 100% of department and campus leads will have admin access to SafeSchools and will receive training on how to monitor completion reports, leading to 95%+ of required staff completing assigned training by district deadlines.

Evaluation Data Source: SafeSchools usage data provided through the platform.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: This will not be a performance objective.

Strategy 1

Create and distribute a SafeSchools Access Request Form for department and campus leads by August 30, 2025.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished


May

Strategy 2

Host two virtual training sessions in September, 2025 on accessing reports, tracking completions, and interpreting compliance data.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 3

Launch monthly email reminders beginning in October, 2025 with staff completion status and action items for leads.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Considerable Progress


October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 4

Partner with HR and LAUNCH to include SafeSchools training expectations in onboarding packets and hiring manager communications.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Some Progress


October

Considerable Progress

January

Considerable Progress

March

 Accomplished

May

Performance Objective 20

By December 17, 2025, all Eduphoria professional learning course creators will receive updated training on assigning appropriate credit types, and user permissions will be reviewed and corrected to ensure only authorized staff can create, submit, and award credits accurately.

Evaluation Data Source: Talent Development tracking data through Eduphoria platform

Strategy 1

Conduct a targeted audit of professional learning user rights in Eduphoria and adjust access for course creation and credit assignment by October 31, 2025.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2

Create and distribute a step-by-step guide and training video for course creators on how to assign SBEC CPE, CEU, and professional learning credits by November 15, 2025.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 3

Host a focused training session in collaboration with C&I and HR in early December, 2025 to clarify the distinctions between credit types and when each is appropriate.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

Considerable Progress

October



Accomplished

January



Accomplished

March



Discontinue

May

Strategy 4

Develop a course approval checklist to support accuracy and accountability before final approval and credit issuance.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Discontinue

May

Performance Objective 21 High Priority

By June 2026, Ector County ISD will increase the pool of qualified principal and assistant principal candidates by 20% through the development and implementation of a Leadership Development Pipeline

Program, including mentorship, certification support, and targeted recruitment efforts, to ensure all campus leadership vacancies are filled with highly qualified internal or external candidates.

Evaluation Data Source: Targeted recruitment, principal mentorship program, number of candidates enrolled in principal preparation programs.

Performance Objective 22

Increase the percentage of students with MTSS Behavior plans in FOCUS from 11% to 20% during the 2025-2026 school year, ensuring that students receiving Tier 2 and Tier 3 behavior interventions are systematically supported through documented plans, enabling data-driven decisions and progress monitoring.

Evaluation Data Source: MTSS/SSS Focus Behavior Report for the district.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue Objective

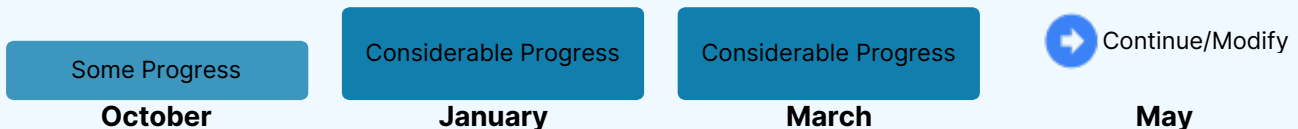
Strategy 1 Results Driven Accountability Equity Plan

Assign three district behavior specialists to support all campuses, with a focus on the degree of support required. High-needs campuses will receive bi-weekly on-site support, totaling 18 campus visits over the 2025-2026 school year, to strengthen MTSS-Behavior implementation and intervention fidelity.

Strategy's Expected Result/Impact: Targeted support from district behavior specialists will increase intervention fidelity and build campus capacity to implement Tier 1 and Tier 2 behavior systems. High-needs campuses receiving bi-weekly visits will experience more consistent practices, reduced discipline disproportionality, and improved student outcomes through strengthened MTSS-Behavior structures.

Staff Responsible for Monitoring: Samye Flock

Formative Reviews



Strategy 2 Results Driven Accountability Equity Plan

Monitor district-level data on MTSS Behavior Progress Monitoring Plans and Office Discipline Referrals (ODRs) monthly, for a total of nine times during the 2025-2026 school year. Provide targeted support and communication to campuses with low documentation rates or elevated referral patterns to strengthen MTSS-Behavior implementation.

Strategy's Expected Result/Impact: Monthly monitoring of MTSS Behavior Progress Monitoring Plans and ODRs will allow for early identification of campuses with implementation gaps. Targeted support and communication will drive improved documentation practices, reduce reactive discipline, and strengthen proactive, tiered behavior interventions across the district.

Staff Responsible for Monitoring: Samye Flock

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

May

Strategy 3 Results Driven Accountability Equity Plan

-Provide 14 MTSS-B sessions (8 Elementary, 6 Secondary) on trauma-informed practices, de-escalation, and Tier 2-3 behavior interventions to strengthen teacher capacity and consistency.

-Meet monthly (9 times) with MTSS Campus Leads to review behavior data, reinforce Focus documentation practices, and share strategies aligned with district expectations.

-Convene the District MTSS Committee 9 times to set standards, analyze behavior data trends, and collaboratively troubleshoot implementation barriers.

-Offer 4 after-school MTSS-B sessions focused on:
Identifying students in need of Tier 2-3 behavioral supports
Implementing effective rewards and incentives
Applying trauma-informed behavior strategies
Strengthening family collaboration in the MTSS process

Strategy's Expected Result/Impact: These targeted MTSS-B supports will build campus and teacher capacity to implement proactive, data-driven behavior interventions with consistency and fidelity. Regular collaboration with campus leads and the district committee will promote aligned practices, reduce office discipline referrals, and strengthen tiered supports. After-school sessions will deepen staff understanding of trauma-informed approaches, increase family engagement, and enhance student behavior outcomes across all campuses.

Staff Responsible for Monitoring: Samye Flock

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May



Board Goal Tables

RDA Strategies

Board Goal	Performance Objective	Strategy	Description
1	1	1	ECISD Special Services Department will provide training sessions to school administration and other relevant campus staff in the area of significant disproportionality discipline of special education students to include African American students who qualify under IDEA and 504.
1	1	2	ECISD Special Service Department will train 70% of ECISD staff members in Positive Behavior Interventions and support, including interventions and support that integrate best practices on grief -informed and trauma -informed care.
1	2	1	ECISD Special Services Department will provide training sessions to school administration and other relevant campus staff in the area of significant disproportionality discipline of students to include students of two or more races who qualify under IDEA and 504.
1	2	3	ECISD Special Services Department will progress monitor discipling students who qualify for services under IDEA and 504 by analyzing data from the frontline discipline monitoring tool and provide monthly reports to the ECISD Executive Directors of Leadership.
1	4	1	ECISD Dyslexia Teachers will be trained quarterly to use evidenced-based practices 100% of the time that address the needs of students who qualify for special education by using Take Flight Dyslexia Resource.
1	4	2	ECISD Special Service Dyslexia Supervisors will progress monitor dyslexia teachers using ECISD Take Flight Program by having teachers complete a google form each grading cycle reporting student progress in the Take Flight Program.
1	4	3	ECISD Special Services Supervisors will quarterly observe and coach dyslexia teachers in dyslexia instructional strategies and how to progress monitor student progress using the Take Flight Dyslexia program.
1	5	1	The BE & ESL Department will provide professional development focused on sheltered instruction and the integration of new ELPS standards to strengthen academic language development across content areas and grade levels for content area teachers.
1	8	1	Professional Learning: Facilitate 12 MTSS sessions total; 6 at Elementary Teacher University and 6 at Secondary Teacher University to train educators on the new MTSS intervention menus, updates in FOCUS, and the new MTSS-A advancement and intervention multi-level prevention system. Provide four after-school professional learning sessions during the school year focused on writing high-quality SMART goals and documenting ongoing progress in Focus. Sessions will incorporate the use of AI tools, growth goal menus, and MAP data. Meet monthly, 9 times, with the MTSS Campus leads to provide protocols, procedures, and strategies. Meet 9 times with the district MTSS committee to calibrate expectations for MTSS quality, aggregate and/or disaggregate MTSS data, and review and troubleshoot MTSS problems of practice.
1	8	2	Refine and publish the MTSS handbook for implementation by August 1, 2025.
1	8	3	Monitor Focus data monthly (September-May) to identify campuses with fewer than 50% of plans meeting SMART goal and update criteria, and provide targeted

outreach and support to those campuses at least once per month (9 times minimum).

1	8	4	Hire and sustain an MTSS-A Coordinator to provide district-wide leadership, training, and technical assistance for implementation of the Multi-Tiered System of Supports for Academics (MTSS-A). The Coordinator will assist campuses with Focus documentation, HB 1416 accelerated instruction compliance, and fidelity of Tier 1 and Tier 2 academic intervention practices.
2	2	1	The BE & ESL Department will organize and deliver two professional development sessions each semester for teachers of Emergent Bilingual students focused on best practices in integrating literacy skills and cross linguistic connections.
2	2	2	The BE & ESL Department will provide training for dual language teachers at least twice a year on dual language program components and effective use of crosslinguistic connections for increased EB student growth on MAP and dual language short cycle assessments.
4	1	2	ECISD will provide high-quality instructional materials that serve all students.
4	5	1	Track all OSP students on the drop out list every two weeks.
4	5	2	Monthly meeting will be set to review documentation and flag students who need follow up.
4	5	3	COC Specialists in middle school and high school will have a documented intervention for 100% of students on the drop out list. Documentation interventions will include calls, home visits and any attempts made to contact the parents of students on the drop out list.
4	5	4	COC Lab will set aside 10 slots for OSP students from the drop out list that would not normally meet criteria to attend the COC Labs. This will include freshman and sophomores.
4	7	1	COC Specialists assigned to middle schools will contact the parents of 8th grade OSP students to ensure they know they can remain at school of origin and to provide education about bussing eligibility by the end of the first 9 weeks.
4	7	2	Collaborate with C&I to see which students are not meeting their objectives each 9 weeks.
4	7	3	COC will assign 3 specialists for 6 middle schools.
4	7	4	COC specialists will monitor 8th grade OSP student's attendance each month to address attendance concerns and offer resources to students who have missed over 10% of the number of days of school offered.
5	12	1	C&I will align grade level TEKS to the Portrait of a Graduate PK-12.
5	22	1	Assign three district behavior specialists to support all campuses, with a focus on the degree of support required. High-needs campuses will receive bi-weekly on-site support, totaling 18 campus visits over the 2025-2026 school year, to strengthen MTSS-Behavior implementation and intervention fidelity.
5	22	2	Monitor district-level data on MTSS Behavior Progress Monitoring Plans and Office Discipline Referrals (ODRs) monthly, for a total of nine times during the 2025-2026 school year. Provide targeted support and communication to campuses with low documentation rates or elevated referral patterns to strengthen MTSS-Behavior implementation.
5	22	3	-Provide 14 MTSS-B sessions (8 Elementary, 6 Secondary) on trauma-informed

practices, de-escalation, and Tier 2-3 behavior interventions to strengthen teacher capacity and consistency. -Meet monthly (9 times) with MTSS Campus Leads to review behavior data, reinforce Focus documentation practices, and share strategies aligned with district expectations. -Convene the District MTSS Committee 9 times to set standards, analyze behavior data trends, and collaboratively troubleshoot implementation barriers. -Offer 4 after-school MTSS-B sessions focused on: Identifying students in need of Tier 2-3 behavioral supports
Implementing effective rewards and incentives Applying trauma-informed behavior strategies Strengthening family collaboration in the MTSS process



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Ector County ISD will closely monitor student progress toward meeting challenging state academic standards through a comprehensive, multi-tiered approach. This work begins with the implementation of High-Quality Instructional Materials (HQIM), which are vetted through a district-level curriculum committee to ensure alignment with state standards, district curriculum expectations, and research-based instructional practices.

To support effective Tier I instruction, the LEA implements a districtwide instructional framework grounded in AVID/WICOR strategies to promote student engagement, academic discourse, critical thinking, organization, writing, inquiry, collaboration, and reading across all content areas. These instructional practices are reinforced through ongoing professional learning and campus support.

The LEA's Academics Team collaborates with teachers and campus instructional leaders through Professional Learning Communities (PLCs) on each campus to strengthen instructional planning, analyze student data, and respond to student learning needs. The Academics Team develops aligned curriculum documents, pacing resources, unit overviews, and professional development to ensure consistency, rigor, and instructional alignment across grade levels and content areas.

Formative assessment is a key component of the district's monitoring process. ECISD has developed a cycle of checkpoints administered during the 5th and 9th weeks of instruction to provide timely, actionable data on student learning. These assessments are aligned to district curriculum expectations and are used to inform instruction, identify learning gaps, and provide targeted interventions promptly.

In addition, NWEA MAP assessments are administered district-wide at the beginning, middle, and end of the school year. This data is used to identify students who may be at risk of academic failure, monitor student growth over time, and support instructional decision-making.

The district also provides a variety of Tier II instructional resources and intervention supports across all grade levels and content areas. These resources strengthen the core academic program and include digital platforms and supplemental instructional tools designed to support diverse learning needs and learning styles.

Together, these systems ensure that ECISD can effectively monitor student progress, maintain strong instructional alignment, support high-quality classroom instruction, and provide targeted academic support to help all students meet and exceed academic expectations.

1.2 Identifying students who may be at risk for academic failure;

Ector County ISD identifies students at risk for academic failure in several ways:

NWEA MAP Data: Identifies academic risk by measuring how far a student is from grade-level proficiency and whether they are on track to meet end-of-year expectations. MAP Growth gives each student a RIT score (a stable scale score). That score is then compared to national norms and, more importantly, to growth projections for that student's grade level and testing season. These projections show where a student is expected to be if they are on track for grade-level proficiency.

State Assessments (STAAR & EOC): Under House Bill 1416, Ector County ISD gathers testing data from STAAR and EOCs to identify students that are promoted to the next grade level but are not performing at grade level on state assessments. These supports are designed to address learning gaps and ensure students receive targeted instruction to help them reach grade-level proficiency while continuing to progress academically.

Descriptor 2: Teacher Quality

Ector County ISD is dedicated to identifying and addressing disparities that lead to low-income and minority students being taught at higher rates by ineffective or inexperienced teachers. To promote equitable access to high-quality instruction, the district has implemented several targeted strategies.

One major initiative we are continuing, is the Teacher Incentive Program, which rewards educators based on measurable student growth and performance outcomes. This approach encourages highly effective teachers to work in high-need schools, helping reduce achievement gaps and strengthen instructional quality across the district.

The district has also implemented an Opportunity Culture model, an innovative approach that places master teachers in leadership roles. In these roles, they directly coach, support, and guide non-certified or less experienced teachers. Through ongoing, job-embedded coaching and collaborative planning, master teachers help maintain strong instructional standards while supporting the development of new educators.

To further build a strong and sustainable teacher pipeline, the LEA has expanded its in-house certification program. This initiative fully covers college tuition and certification costs for aspiring teachers, creating a “grow-your-own” pathway that develops a diverse group of qualified educators from within the community, many of whom reflect the students they serve.

Through these intentional, equity-focused efforts, the LEA is working to ensure that all students, regardless of income or background, have access to highly effective, experienced teachers who can deliver high-quality instruction.

Descriptor 3: School Improvement and Support Activities

Ector County ISD is committed to supporting campuses identified for school improvement by strategically assigning staff who can strengthen teacher capacity and accelerate student achievement.

An experienced Executive Director of Leadership closely monitors these campuses by analyzing key data to track progress and inform decision-making. This leader works alongside principals to implement targeted adjustments that support continuous student growth.

To address student learning gaps, the district provides additional support personnel, including math, reading, and bilingual specialists. These educators deliver focused, small-group instruction to provide targeted remediation and meet students' individual needs.

ECISD also strategically allocates additional Title I funds to these campuses. These resources support enhanced professional development, high-impact tutoring, and essential instructional materials aligned to campus priorities. In addition, stipends are offered to attract and retain highly qualified educators at the district's lowest-performing schools.

Through this comprehensive system of support, ECISD ensures that campuses identified for improvement receive the leadership, resources, and instructional guidance necessary to foster equitable learning environments and improve academic

Descriptor 4: Measure of Poverty

Ector County Independent School District serves a student population with a high percentage of low-income families. To determine eligibility for Title I, Part A services, the district uses a combination of Direct Certification and Free and Reduced-Price Lunch (FRPL) data in accordance with federal guidelines.

Poverty Data:

Elementary Schools

Among the district's 28 elementary campuses:

- 17 campuses have an economically disadvantaged (eco-dis) rate above 75%,
- 11 campuses are below 75%, and
- 1 campus falls below 37%.

Elementary campus poverty rates range from 37% to 99%.

Middle Schools

Of the district's 6 middle schools:

- 4 campuses have eco-dis rates above 75%, and
- 2 campuses are below 75%.

Middle school poverty rates range from 60% to 81%.

High Schools

Of the district's 5 high schools:

- 3 campuses have eco-dis rates above 61%, and
- 2 campuses have eco-dis rates of 45% and 48%.

Selection and Prioritization of Schools:

In accordance with Section 1113 of ESSA, ECISD prioritizes campuses identified for school improvement and campuses with poverty rates above 75%. Following the federal "rank and serve" requirements, Title I funds are first allocated to schools demonstrating the highest levels of need.

Only one elementary campus, with a 37% economically disadvantaged rate, does not receive Title I services. The remaining 28 elementary campuses and all 6 middle schools operate schoolwide Title I programs.

For the current school year, campuses with economically disadvantaged rates above 75% received a 1.2 per-pupil allocation weight for Title I funding. Campuses below 75% also received a 1.2 per-pupil allocation weight for Title I funding.

Additional Student Support Services

To address barriers that disproportionately affect students from low-income families, ECISD provides several wraparound support services:

- Communities In Schools partners with campuses serving high percentages of economically disadvantaged students to help meet students' basic needs and reduce barriers to academic success.
- The district employs homeless specialists to support families experiencing housing instability. These staff members help ensure that students experiencing homelessness maintain access to education, transportation, and essential resources, allowing them to remain engaged in school despite family hardships.

Through these coordinated efforts, ECISD works to ensure that all students, particularly those attending high-poverty campuses, have equitable access to high-quality instruction and the support necessary for academic success.

Descriptor 5: Nature of Programs

Ector County ISD implements the Schoolwide Assistance Program model across all Title I campuses. This approach allows the district to use Title I, Part A funds to enhance the entire instructional program at each campus, ensuring that all students, regardless of individual eligibility, benefit from the academic supports and resources provided.

In addition to serving traditional campuses, Ector County ISD also supports students in specialized settings. The district operates a residential facility for delinquent youth, which is supported through Title I, Part D. This program is designed to improve educational services for students who are neglected, delinquent, or at risk of dropping out.

At the residential facility, students receive instruction and support from ECISD teachers, counselors, and staff, ensuring continuity and alignment with academic standards. A full-time counselor, funded through Title I, Part D, plays a vital role by assisting with student intake and enrollment, reviewing academic records to determine graduation requirements, providing individual and family counseling, and coordinating successful transitions back to the home campus when appropriate.

To promote long-term success, ECISD has developed partnerships with local workforce programs and colleges, giving students opportunities to explore career pathways and postsecondary education. These experiences are designed to support positive decision-making and reduce the likelihood of recidivism.

Through these schoolwide and targeted efforts, Ector County ISD demonstrates a strong commitment to equity, ensuring that all students, including those in the most vulnerable situations, receive the academic and social-emotional support necessary to succeed.

Descriptor 6: Services to Homeless Children and Youth

Ector County ISD is strongly committed to supporting students experiencing homelessness by ensuring they have equitable access to a high-quality education and the comprehensive services needed to succeed. The district leverages multiple funding sources including the TECHY grant, the Title I, Part A homeless reservation, State Compensatory Education funds, and competitive grants such as those from the Office of the Governor to provide robust McKinney-Vento Homeless Assistance.

Staff and Support Infrastructure

To effectively serve this population, ECISD has established a dedicated support system that includes a homeless coordinator, 3 homeless specialists who work directly with families to identify students, coordinate services, and eliminate barriers to enrollment and attendance, and 7 social workers who provide counseling, case management, and connections to community resources.

The district also operates a Community Outreach Center, which serves as a flexible learning environment for homeless high school students. This center allows students to maintain personalized schedules that accommodate their unique circumstances while staying on track for graduation.

Community Partnerships

ECISD partners with Communities In Schools (CIS), which serves 15 of the district's highest-need campuses. Through this partnership, students receive essential supports such as school supplies, backpacks, weekend food assistance to address food insecurity, and referrals to community resources for housing, clothing, healthcare, and other needs.

Commitment to Equity

Through these coordinated and intentional efforts, ECISD ensures that students experiencing homelessness receive the stability and support necessary to remain engaged in school. The district's focus on equity and whole-child support is reflected in its proactive identification practices, integrated services, and targeted interventions designed to promote academic success and long-term well-being.

Descriptor 7: Parent and Family Engagement Strategy

Ector County ISD fosters effective Parent and Family Engagement (PFE) by providing campuses with structured support and resources to ensure Title I compliance while promoting meaningful collaboration with families. A key tool in this effort is the Title I Crate, a digital platform from 806 Technologies that organizes required documentation and tracks due dates for all Title I PFE activities. This system helps campuses maintain accountability and stay on schedule throughout the school year.

The district's Title I specialist supports all campuses, with a particular focus on guiding new principals as they learn the components of effective PFE under Title I. Recognizing that many parent engagement events occur outside regular school hours, stipends are offered to campus staff who organize and lead these activities.

This school year, ECISD added a stipend-funded Title I PFE Lead position to expand capacity-building initiatives. This role shifts events from primarily social gatherings to activities that educate parents and equip them with practical tools to support their child's learning. Additionally, Region 18 provided two trainings for PFE Leads, covering compliance, strategies to encourage parent participation, capacity-building activities, and methods for increasing parental involvement in campus decision-making.

Through these strategies, ECISD strengthens family partnerships, empowers parents, and ensures meaningful engagement that directly supports student success.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Many elementary schools in Ector County ISD offer preschool programs; in addition, the district operates three stand-alone early education centers and maintains an SB 1882 partnership with the preschool program at the Odessa YMCA. These early childhood centers collaborate closely with elementary campuses to ensure a smooth transition into kindergarten. Partnership activities include field trips to elementary schools and the sharing of instructional data, enabling kindergarten teachers to understand the needs and strengths of incoming students.

Since implementing Pre-K 3 and full-day Pre-K 4 programs, kindergarten readiness scores have shown notable improvement, highlighting the positive impact of early learning opportunities and targeted support funded through Title I.

This school year, the district formalized a Memorandum of Understanding with GOPB, Inc. Head Start Readiness Academy. This agreement strengthens support for preschool children and their families, helping ensure a seamless transition into ECISD schools.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Ector County ISD does not operate any Targeted Assistance Title I campuses. Instead, the district has chosen to implement a schoolwide Title I model at all eligible campuses. This approach allows Title I funds to benefit all students, rather than focusing solely on those identified as most at risk. By using the schoolwide model, ECISD can provide flexible, comprehensive, and inclusive support that addresses both the academic and social-emotional needs of the entire student body. Additionally, this model strengthens the alignment of federal resources with overall school improvement initiatives.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local

partners;

Ector County ISD currently has six middle schools and three high schools that receive Title I funding. The district is dedicated to ensuring smooth and successful transitions for students moving from middle school to high school.

A key strategy is the early introduction of high school coursework, beginning in 7th grade. Middle school students can earn high school credits through electives such as Spanish, Art, and Business Information Systems. Academically advanced 7th and 8th graders may also take Algebra I or Algebra II, positioning them to enroll in Calculus or other advanced math courses by their senior year, supporting long-term college and career readiness. In some cases, students are transported to high school campuses to take these courses when certified staff are unavailable at the middle school.

High schools host Parent Advising Nights to inform families about graduation requirements and the various career pathways offered. These events allow students and families to explore the campus, become familiar with the environment, and engage with staff, helping to ease the transition process and strengthen family-school connections.

To support future planning, the district's Guidance and Counseling department partners with colleges and universities to host an annual College Night. Students and families gain exposure to a wide range of career options and educational pathways, speaking directly with university recruiters about admission requirements, degree programs, and scholarship opportunities. Additionally, the Career and Technical Education (CTE) department holds a High School Course Fair, giving students and parents a preview of fine arts, CTE programs, core courses, electives, and athletics available in high school.

These coordinated efforts ensure that students are well-prepared academically, socially, and emotionally as they transition from middle school to high school.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Ector County ISD has increased student access to Early College High School (ECHS), dual enrollment, concurrent enrollment opportunities, and career counseling designed to identify student interests and skills by following the Texas Education Agency's (TEA) Early College High School Blueprint.

The district's two ECHS, OCTECH and OCA, are open-enrollment programs that provide opportunities for students who may be least likely to attend college, as well as those seeking to accelerate completion of high school. These programs allow students to combine high school and college-level coursework while participating in rigorous and accelerated instruction.

The programs follow the TEA Blueprint Benchmarks, which include:

Benchmark 1-School Design: The ECHS shall establish school structures and policies for the successful implementation and sustainability of the ECHS program.

- Enrollment and Participation: ECHS will offer college courses are provided at no cost to students.
- Campuses are located on or near college campuses, exposing students to a college-life environment.
- Students are placed in cohorts to promote collaboration and graduation with their classmates.
- Flexible scheduling allows students to combine high school and college-level courses to earn an associate degree while completing high school requirements.
- ECHSs serve as TSI assessment sites for college admission testing.
- Leadership teams composed of representatives from both the ECHs, and the institute of higher education (IHE) partners monitor program design, governance, professional development, and implementation.
- The teams establish Memorandums of Understanding (MOUs), define shared responsibilities, and ensure alignment with the outcome-based measures established by TEA.

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Benchmark 2: Partnerships

- The ECHS and their IHE collaborate to ensure students successfully participate in dual credit programs aligned with the Texas Statewide Dual Credit Goals.
 - Memorandum of Understanding (MOU): The MOU between the ECHS and the IHE outlines the partnership and shared commitment to meeting the goals of the dual credit program.
 - Shared Costs: The MOU identifies how costs are shared to provide tuition, transportation, and textbooks at no

cost to students.

- Access to Higher Education Resources: Students enrolled in the Early College High School program have access to college facilities, services, and resources available to all college students.
- Parent Collaboration and Communication: Collaborative efforts with parents ensure they are informed about the benefits of dual credit programs, associated costs, and the financial savings provided through the partnership.
- Academic and Student Supports: The partnership provides academic support services for Early College students, including academic advising, college advising, transferability of credits, tutoring, and targeted student interventions to help ensure successful completion of college coursework.

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- **Benchmark 3: Target Population**

- Early College High Schools are designed to serve historically underserved and at-risk student populations by providing opportunities to accelerate high school completion while earning college credit through rigorous coursework.
 - Serving Historically Underserved Students: Early College High Schools target students who are historically underrepresented in higher education and provide opportunities for at-risk students to combine high school and college-level courses.
 - Student Recruitment: Recruitment efforts focus on identifying and enrolling students who are at risk of dropping out of school and may benefit from the Early College High School model.
 - Individualized Student Support: Schools identify student strengths and areas for growth in order to develop individualized instructional support plans that promote academic success.
 - Student Persistence and Retention: The program establishes intervention and support plans for students who are off track academically by providing access to resources, personnel, and targeted supports designed to maximize student retention and success.

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- **Benchmark 4: Academic Infrastructure**

Early College High Schools provide a strong academic infrastructure designed to prepare students for postsecondary success and workforce readiness.

- Alignment to Local Workforce Needs: Postsecondary credentials and degree pathways are aligned with local and regional economic and workforce needs.
- Rigorous Coursework: The Early College High School (ECHS) provides a rigorous course of study that enables students to successfully combine high school and college-level coursework.
- Relevant Course Sequences: ECHS programs offer course sequences aligned with students' chosen fields of study. These course pathways follow the Texas Higher Education Coordinating Board (THECB) Lower Division Academic Course Guide Manual and/or the Workforce Education Course Manual to ensure alignment and transferability.
- College Readiness and TSI Support: The ECHS provides support to ensure that all accepted students, including incoming 9th graders, are prepared for and participate in the Texas Success Initiative (TSI) assessment. Students receive targeted academic support and interventions to help them successfully meet college readiness standards.

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- **Benchmark 5: Student Support**

- The Early College High School (ECHS) provides wraparound strategies and services through collaboration with multiple stakeholders to strengthen academic, technical, and individual student support systems that promote student success in the ECHS program.
 - Bridge Programs: ECHS provides bridge programs designed to identify student learning gaps and offer opportunities to strengthen academic skills, college readiness, and career readiness prior to and during enrollment.
 - Advising and Personalized Support: ECHS collaborates with Institutions of Higher Education (IHEs) to create personalized learning environments, assist students with degree planning, and support the attainment of long-term academic and career goals.
 - Student Interventions: ECHS implements intervention strategies such as tutoring, Saturday school, and targeted academic supports to assist students who may be struggling academically.
 - Enrichment Opportunities: Students are provided with enrichment opportunities that include community service, partnerships with local businesses and organizations, career exploration activities, potential internship experiences, parent outreach, and family engagement initiatives.
 - College and Career Preparation: ECHS prepares students for postsecondary success by providing guidance and support with college applications, financial aid processes, scholarship

Descriptor 11: Discipline Disproportionality

Ector County ISD has recently implemented a Multi-Tiered Support System (MTSS) to reduce reliance on disciplinary practices that remove students from the classroom. This initiative demonstrates the district's commitment to positive behavior supports, equitable discipline, and keeping students actively engaged in learning.

The MTSS framework emphasizes early identification of students' academic, behavioral, and social-emotional needs and provides tiered interventions tailored to those needs. Rather than defaulting to exclusionary discipline, such as suspensions or classroom removals, teams collaborate with teachers, counselors, administrators, special education staff, and other departments to develop proactive strategies and individualized support plans that help students remain in class and succeed. Student demographics are closely considered to ensure interventions address the unique needs of each population.

MTSS works closely with the district's accountability team to monitor student progress, using data to track outcomes, adjust interventions, and ensure that every student receives the support necessary to thrive academically and behaviorally.

Currently, district administrators are being trained and familiarized with the MTSS framework. Plans are in place to extend training to all staff, ensuring the initiative is effectively implemented across every student setting.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Ector County ISD actively supports and coordinates multiple funding sources to ensure equitable access to Career and Technical Education (CTE) opportunities for all students. The district covers a significant portion of the costs associated with CTE courses, while additional funding sources, including Perkins, TECHY Grant, Title I, Part D, State Compensatory Education, and the Title I, Part A Homeless Reservation, are strategically leveraged to remove financial barriers for students pursuing career pathways.

The district helps provide career-specific supplies, equipment, and fees necessary for full participation in CTE programs. For example, students enrolled in health science pathways may receive scrubs, while students in welding, automotive, or other technical programs may be provided with safety equipment, tools, and industry-required materials.

Additionally, the district fully funds many industry-based certification exams and college entrance assessments, including the SAT, ACT, and certification exams such as Welding, OSHA, and Microsoft Office Specialist certifications. This ensures that students do not incur out-of-pocket expenses to access valuable college and career readiness opportunities. Through this coordinated funding approach, Ector County ISD helps ensure that all students, regardless of financial background, are equipped to graduate college-, career-, and workforce-ready.

Furthermore, Title IV funding plays an important role in expanding technology access and digital learning opportunities throughout the district's elementary campuses. Funding supports updated software, instructional technology tools, and professional development for teachers, enabling effective technology integration in the classroom and ensuring that students are exposed to modern digital learning resources at an early age.

All high schools within Ector County ISD provide extensive work-based learning opportunities, including internships, job shadowing experiences, and partnerships with local industries and businesses that prepare students for postsecondary education and workforce success. These opportunities allow students to apply classroom knowledge in real-world environments, develop professional and technical skills, explore career interests, and, in many cases, earn industry-based certifications that support immediate entry into the workforce after graduation.

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shadowing experiences, and partnerships with local industries and businesses that prepare students for postsecondary education and workforce success. These opportunities allow students to apply classroom knowledge in real-world environments, develop professional and technical skills, explore career interests, and, in many cases, earn industry-based certifications that support immediate entry into the workforce after graduation.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Ector County ISD provides Gifted and Talented (GT) services to all eligible students, including those attending Title I campuses. Students may be evaluated for GT services through both teacher recommendations and parent requests, ensuring a comprehensive and inclusive identification process.

The district's Advanced Academics Department offers specialized training for GT teachers, ensuring instruction is differentiated to meet students' unique strengths and learning needs. Gifted learners are supported throughout their academic journey—from GT programs in elementary school to honors courses in middle school, and continuing into Advanced Placement (AP) courses in high school.

ECISD has a long-standing commitment to advanced learners through its International Baccalaureate (IB) Program, established at one of the district's high schools. Access to IB has been expanded to a feeder middle school, and plans are underway to introduce IB at a feeder elementary school this year. This strategic expansion brings the rigorous, inquiry-based IB curriculum to Title I campuses, ensuring equitable access to high-level academic opportunities regardless of socioeconomic background.

Title IV funding supports the implementation of blended learning environments across many elementary and middle schools, integrating technology into daily instruction. This approach not only increases student engagement but also fosters early interest in technology-related career pathways.

Looking ahead, ECISD's Digital Learning Team is enhancing instructional innovation by providing professional development on using Artificial Intelligence (AI) in the classroom. Educators will learn to leverage AI tools to personalize learning while also teaching students to use AI responsibly and ethically, equipping them with the skills needed to navigate emerging technologies with integrity and purpose.

This comprehensive approach ensures that gifted and advanced learners, including those at Title I campuses, have access to rigorous, technology-rich, and future-focused educational opportunities.

Ector County ISD has demonstrated a long-standing commitment to advanced academic opportunities through its International Baccalaureate (IB) program and school choice options available at the elementary, middle school, and high school levels. The district has offered the IB program at one of its high schools for many years and has continued to expand access to rigorous, inquiry-based learning opportunities for students across grade levels.

In recent years, the district expanded the IB continuum by introducing the program at a feeder middle school and elementary campus to further expand IB programming. . This intentional growth creates a comprehensive elementary-to-high school pathway that allows students to fully engage in the IB framework throughout their academic journey.

Through these school choice opportunities, students and families have access to innovative academic programs designed to promote critical thinking, global awareness, academic rigor, and college readiness. The district strategically prioritizes expanding IB access to Title I campuses and student populations that would benefit most from advanced academic opportunities, ensuring equitable access regardless of socioeconomic background.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

Local

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	11	1	Local funds and Erate	--	\$0.00
				Sub-Total	\$0.00

State Comp Ed

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	iReady Reading (PD)	--	\$200,100.00
1	3	2	LLI	--	\$1,344.00
1	3	2	iReady Reading (Platform)	--	\$558,518.00
1	3	4	Lexia	--	\$67,650.00
1	3	5	iReady Math	--	\$319,655.00
1	3	5	Age of Learning Math	--	\$225,000.00
1	3	6	DBQ	--	\$23,600.00
1	3	6	Discovery Ed	--	\$49,131.00
1	8	4		--	\$0.00
2	1	1	Age of Learning - Reading	--	\$90,816.00
3	1	3	Tutoring	--	\$15,000.00
3	3	1		--	\$139,537.00
3	3	2		--	\$139,537.00
3	10	1		--	\$139,537.00
3	10	2		--	\$139,537.00
3	11	1		--	\$0.00
3	11	2	Tutoring Services	--	\$20,000.00
3	11	4	TRAC Counselors	--	\$0.00
3	13	1		--	\$1,300,000.00
3	13	2		--	\$1,300,000.00
4	2	5	Communities in Schools	--	\$520,000.00
4	5	6	Communities in Schools	--	\$520,000.00
4	10	1		--	\$0.00
4	10	2		--	\$0.00
4	12	5		--	\$0.00
				Sub-Total	\$5,768,962.00

Title One Instructional Continuity

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Saxon Phonics	--	\$275,755.00
1	3	2	HMH - Read180	--	\$455,007.00
1	3	4	Sirius	--	\$90,753.00
1	3	4	HMH - Read180 (Greenwood-ELA)	--	\$455,007.00
1	3	5	Lonestar Math	--	\$191,958.00
1	3	6	Exploros	--	\$77,847.00
1	3	6	Discovery ED	--	\$72,375.00
1	3	6	Exploros (PD)	--	\$1,500.00
1	3	7	Vernier	--	\$274,482.00
Sub-Total					\$1,894,684.00

Title One School- Improvement

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	EDBloxK-12	--	\$209,802.00
Sub-Total					\$209,802.00

Title One School-wide

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	19	3	Stipends for all Opportunity Culture positions	--	\$1,900,000.00
Sub-Total					\$1,900,000.00

Title Two Professional Development

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Content Coordinators	--	\$500,000.00
1	3	2	PSP - Phonics Training	--	\$0.00
4	18	1	Three HR/Talent Development Coaches	--	\$270,000.00
Sub-Total					\$770,000.00

Title Three Bilingual/ ESL

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		--	\$0.00
2	2	1		--	\$0.00
				Sub-Total	\$0.00

Title IV

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5		--	\$40,000.00
				Sub-Total	\$40,000.00