

Ector County Independent School District

The Stem Academy

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Igniting Minds, Inspiring Innovators!

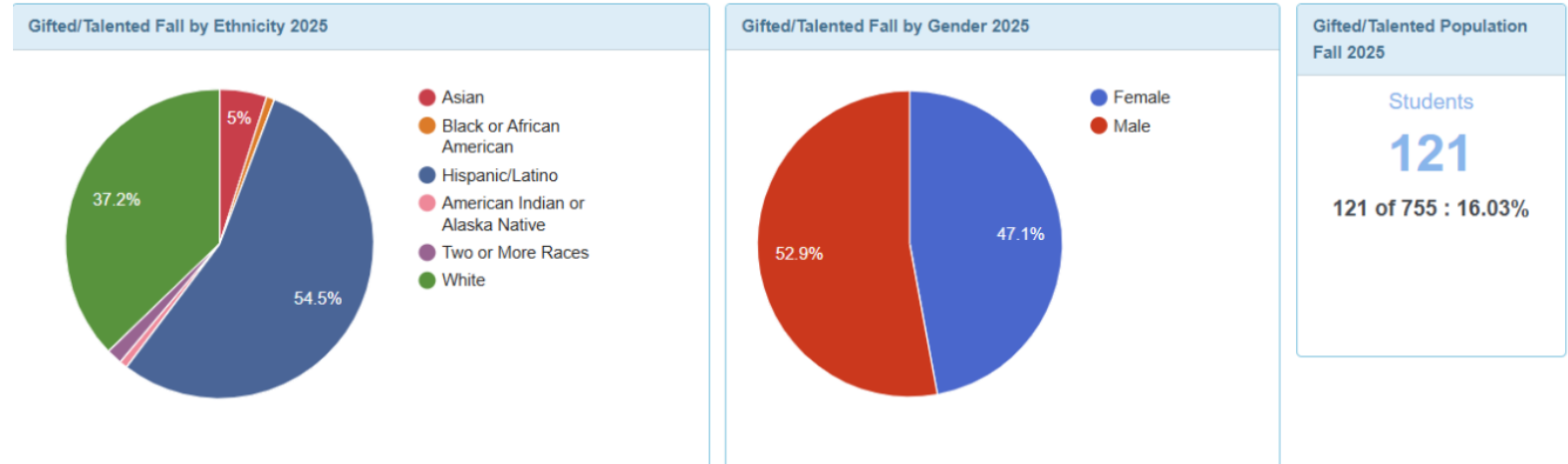
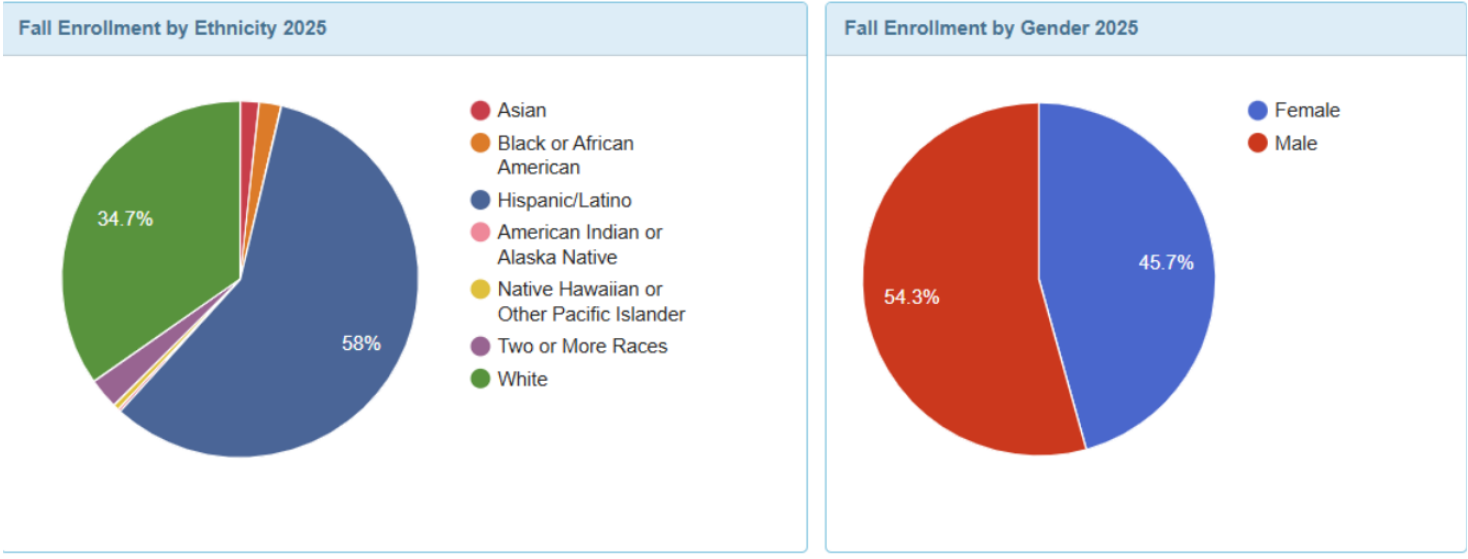
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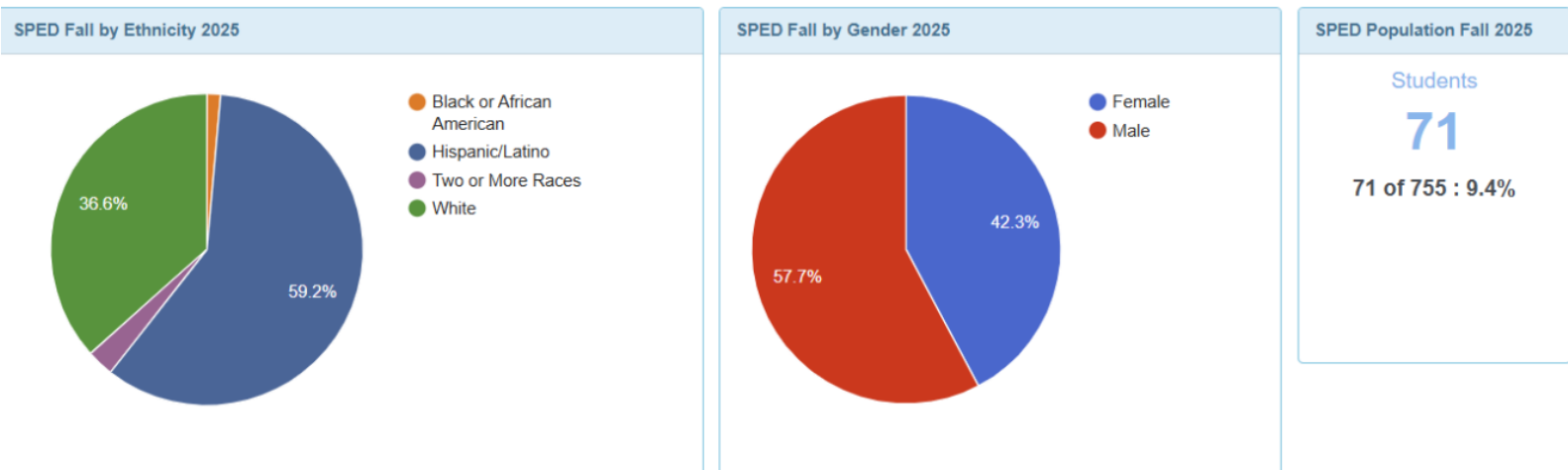
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Comprehensive Needs Assessment

Demographics

Demographics Summary





Demographics Strengths

The campus maintains accurate and reliable PEIMS data through established quality control processes, ensuring data can be confidently used to guide instructional planning, resource allocation, compliance, and organizational decision-making.

Problem Statements Identifying Demographics Needs

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

Root Cause: The STEM Academy operates as a K-12 campus, with the majority of Early College High School students matriculating from the campus's existing elementary and middle school programs. As a result, opportunities to increase the enrollment of economically disadvantaged and at-risk students at the high school level are largely dependent on enrolling and retaining these student populations in the earlier

Student Achievement

Student Achievement Summary

Grade/Content	2022	2023	2024	2025	2026
ELAR					
3rd RLA	B (88)	C (72)	C (71)	C (79)	C (73)
4th RLA	B (82)	C (77)	B (85)	B (83)	C (72)
5th RLA	B (84)	B (83)	C (77)	B (83)	A (91)
6th RLA	B (88)	D (67)	B (88)	B (83)	A (93)
7th RLA	A (92)	A (90)	A (90)	A (90)	C (79)
8th RLA	B (87)	C (78)	A (91)	C (72)	A (92)
EOC English 1	A (91)	A (92)	A (93)	A (92)	A (91)
EOC English 2	B (88)	A (91)	A (91)	A (90)	A (91)
Math	2022	2023	2024	2025	2026
3rd Math	C (76)	C (73)	D (67)	D (67)	D (67)
4th Math	C (79)	B (80)	C (78)	C (78)	C (73)
5th Math	C (79)	B (80)	D (65)	C (70)	B (82)
6th Math	C (76)	C (72)	C (71)	D (65)	C (76)
7th Math	F (49)	D (62)	F (45)	F (59)	F (43)
8th Math	C (79)	B (88)	B (82)	C (72)	D (69)
EOC Algebra 1	B (82)	B (85)	A (91)	A (93)	A (93)
Science	2022	2023	2024	2025	2026
5th Science	C (75)	A (90)	F (50)	C (70)	A (90)
8th Science	B (87)	C (77)	B (86)	C (78)	A (94)
EOC Biology	A (92)	A (93)	A (90)	A (94)	A (93)
Social Studies/ His	2022	2023	2024	2025	2026
8th Social Studies	B (81)	C (77)	A (90)	F (59)	C (79)
EOC US History	A (94)	A (96)	A (95)	A (94)	A (93)

2026

Accountability

Elementary =

Middle School =

High School =

2025 Accountability

Ratings

Elementary = C (76)

Middle School = C (72)

High School = A (93)

2026 Summary Accountabilities			
MATH	READING	SCIENCE	HISTORY
Elem Math Overall	Elem RLA Overall	Elem Sci Overall	
C (74)	C (78)	A (90)	
MS Math Overall	MS RLA Overall	MS Science Overall	MS History Overall
F (68)	B (88)	A (94)	C (79)
HS Math Overall	HS RLA Overall	HS Sci Overall	HS History Overall
A (93)	A (91)	A (93)	A (94)
STEM MATH =	STEM RLA =	STEM SCIENCE=	STEM HISTORY =
C (73)	B (88)	A (92)	A (91)
STEM ELEMENTARY =	STEM MIDDLE	STEM HIGH SCHOOL =	
B (80)	B (82)	A (93)	
	STEM =		

2025 Summary Accountabilities			
MATH	READING	SCIENCE	HISTORY
Elem Math Overall	Elem RLA Overall	Elem Sci Overall	
C (70)	B (82)	C (70)	
MS Math Overall	MS RLA Overall	MS Science Overall	MS History Overall
D (66)	C (72)	C (78)	F (58)
HS Math Overall	HS RLA Overall	HS Sci Overall	HS History Overall
A (93)	A (91)	A (94)	A (94)
STEM MATH =	STEM RLA =	STEM SCIENCE=	STEM HISTORY =
		B (81)	= C (76)
STEM ELEMENTARY =	STEM MIDDLE SCHOOL =	STEM HIGH SCHOOL =	
	STEM = C (79)		

Campuswide						
Content	Met State Standard	On Grade Level or above	Approaches	Grade Level	Masters	Accountability Rating
Math	72%	44%	28%	24%	20%	C (73)
Reading	85%	65%	20%	40%	25%	B (88)
Science	95%	71%	23%	34%	38%	A (92)
Social Studies	92%	66%	26%	35%	31%	A (91)

Student Achievement Strengths

The STEM Academy continues to demonstrate strong academic performance at the high school level, earning an overall **A (93)** accountability rating. High school students consistently perform at an A level across all tested content areas, including Math (93), Reading (91), Science (93), and Social Studies (91).

Science remains a campus-wide area of excellence, with an overall accountability rating of **A (92)**. Performance increased across multiple grade levels, including significant gains in Grade 5 Science and Grade 8 Science, indicating strong instructional practices and vertical alignment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Elementary and middle school mathematics continue to be the lowest-performing content areas, resulting in a campus math accountability rating of C (73). Student performance declines are most evident in Grades 3, 4, 7, and 8 mathematics.

Root Cause: Tier I mathematics instruction has not consistently provided rigorous, standards-aligned instruction that ensures mastery of grade-level TEKS for all students. Additionally, targeted intervention systems have not been consistently implemented to identify learning gaps early and provide timely, data-driven support, resulting in persistent unfinished learning and low student achievement.

Problem Statement 2 (Prioritized): Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations.

Root Cause: Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

School Culture and Climate

School Culture and Climate Summary

STEM Academy is committed to fostering a strong, future-focused school culture grounded in three pillars: Project-Based Learning (PBL), College Readiness, and STEM-focused instruction. These pillars are well-established in some grade levels—particularly at the high school level—but are implemented with varying levels of consistency across the K–12 continuum. During the 2025–2026 school year, several initiatives contributed positively to school culture, including weekly Friday class meetings that provided high school students with opportunities for relationship building, leadership development, and community connection. The High School Ambassador Program promoted student leadership and school pride while supporting recruitment and mentoring efforts. Additionally, the campus hosted monthly family engagement events that strengthened partnerships between families and the school community. Weekly academic advising sessions at every grade level ensured students regularly monitored academic progress, set goals, and received guidance to support college, career, and personal success. While these initiatives have strengthened the overall campus climate, student engagement remains strongest where the three instructional pillars are fully integrated. Expanding access to clubs, extracurricular activities, and authentic, real-world learning experiences in the elementary and middle grades will further increase student connectedness, engagement, and ownership of learning.

School Culture and Climate Strengths

STEM Academy demonstrates a strong commitment to developing students as leaders and preparing them for postsecondary success. Through consistent academic advising, dual credit opportunities, leadership programs, and authentic STEM experiences, students are provided with opportunities to set goals, reflect on progress, and develop the skills necessary for future success. High school implementation of the STEM Academy model is a significant strength, with students benefiting from strong integration of PBL, STEM instruction, and college readiness experiences.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although STEM Academy has established a strong foundation in Project-Based Learning, College Readiness, and STEM-focused instruction, implementation of these pillars varies across grade levels. While the high school program demonstrates strong integration of the STEM Academy model, elementary and middle school students have fewer opportunities to participate in clubs, leadership and authentic learning experiences.

Root Cause: The primary root cause is the lack of a fully developed K-12 implementation framework that defines consistent expectations, experiences, and structures for integrating STEM Academy's three pillars at every grade level. Implementation has relied heavily on individual grade-level teams and teacher expertise, resulting in varying levels of access to PBL experience.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STEM Academy has developed strong systems to support teacher growth, collaboration, and retention. The campus has implemented structures such as weekly Professional Learning Communities (PLCs) for content and grade-level teams, mentor teacher support, department leadership, and ongoing instructional collaboration to ensure teachers have access to guidance and resources. Additionally, the implementation of the Sunshine Committee has strengthened staff culture by intentionally recognizing and celebrating teacher accomplishments, building relationships, and fostering a positive work environment.

Staff Quality, Recruitment, and Retention Strengths

- STEM Academy demonstrates a strong commitment to investing in educators through intentional support and professional growth opportunities. Recognizing the need to build instructional capacity, the campus has prioritized ensuring all uncertified teachers are actively enrolled in certification programs and receive ongoing support throughout the certification process. Through mentoring, coaching, PLC collaboration, and targeted professional learning, STEM Academy continues to develop teachers' instructional skills while building a stronger pipeline of certified educators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): STEM Academy has experienced growth in the number of teachers entering the profession through alternative certification pathways, particularly at the elementary level. While these educators bring valuable content knowledge, commitment, and diverse experiences, many require additional support in instructional practices, classroom management, lesson planning, and alignment to STEM Academy's instruction.

Root Cause: The primary root cause is the ongoing regional teacher shortage and limited availability of certified educators, which has increased reliance on alternative certification pathways to fill staffing needs. As STEM Academy has grown, the campus has recruited talented individuals who are committed to education but may enter the classroom with varying levels of instructional preparation. A more intentional

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

STEM Academy has established strong systems for monitoring student progress and using data to inform instruction. Teachers utilize multiple assessment measures, including MAP Growth, local campus assessments, and unit tests, to identify student needs, monitor growth, and plan targeted instruction. Curriculum resources and instructional materials are aligned with district expectations and state standards, providing teachers with access to a wide range of tools to support student learning. The campus has a strong foundation of available resources that support rigorous, standards-based instruction across grade levels.

Curriculum, Instruction, and Assessment Strengths

STEM Academy demonstrates a commitment to improving student outcomes through collaborative planning and instructional reflection. Teachers engage in weekly PLCs where grade-level and content teams have opportunities to discuss student performance, share instructional strategies, and identify areas for intervention and enrichment. The campus continues to strengthen a culture where teachers use assessment data to make informed instructional decisions, adjust teaching practices, and respond to student needs. With continued refinement, these collaborative structures will further enhance instructional effectiveness across all grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While STEM Academy has strong assessment systems and aligned curriculum resources, implementation varies across grade levels. Teachers need additional support in effectively utilizing available instructional resources and dedicated time to collaboratively analyze data, adjust instruction, and ensure consistent, high-quality teaching across the campus.

Root Cause: Teachers have varying levels of experience with curriculum resources, assessment tools, and data analysis practices. Although numerous aligned resources are available, ongoing training, structured PLC time, and collaborative data analysis are needed to help teachers consistently implement resources and use student data to drive instructional decisions.

Family and Community Engagement

Family and Community Engagement Summary

STEM Academy demonstrates a strong commitment to building meaningful partnerships with families and creating opportunities for families to engage in the school community. During the 2025–2026 school year, the campus established a Family Event Committee to intentionally plan free, engaging, and inclusive monthly events that welcomed families to campus and strengthened relationships between students, families, and staff. These events provided opportunities for families to participate in student learning experiences, celebrate student accomplishments, and build a stronger connection to the STEM Academy community.

Family and Community Engagement Strengths

STEM Academy has implemented targeted strategies to increase participation and engagement, particularly among secondary students and families. Recognizing that attendance at family events was historically stronger in elementary grades, the campus created intentional roles, activities, and responsibilities for each secondary grade level to encourage student ownership and family participation. These efforts increased secondary student and family involvement and helped create a stronger sense of belonging and school pride. The campus continues to prioritize creating meaningful engagement opportunities that connect families to the STEM Academy mission and student success.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: While STEM Academy has expanded family engagement through monthly events and increased secondary involvement, participation remains inconsistent across grade levels. Continued efforts are needed to increase awareness, accessibility, and family participation to strengthen partnerships and support student success.

Root Cause: As STEM Academy continues to grow, family engagement and communication systems are still evolving. Barriers such as scheduling, awareness, and varying levels of student involvement--particularly at the secondary level--limit participation. Continued outreach, student-led activities, and intentional family engagement strategies are needed to increase involvement across the campus.

School Organization

School Organization Summary

The STEM Academy operates through a unique SB 1882 partnership between Ector County ISD and The University of Texas Permian Basin (UTPB), with UTPB serving as the operating partner. This partnership provides the flexibility to implement an innovative K–12 educational model focused on STEM education, Project-Based Learning, and College Readiness. The campus leadership structure mirrors the university model and includes a Dean of Teaching and Learning and a Dean of Students, allowing for a distributed leadership approach that supports both instructional excellence and student success. Professional Learning Communities (PLCs) meet regularly to analyze data, collaborate on instruction, and support continuous improvement.

School Organization Strengths

- The campus benefits from a strong partnership between UTPB and ECISD that provides organizational flexibility, university resources, and a shared commitment to student success.
- A distributed leadership model, including a Dean of Teaching and Learning and a Dean of Students, provides focused support for instructional quality and student services.
- Professional Learning Communities are well-established and promote collaboration, data analysis, and continuous improvement across grade levels.
- The campus maintains a unified K–12 structure that supports alignment from elementary through Early College High School.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction.

Root Cause: Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.

Technology

Technology Summary

The STEM Academy is a 1:1 technology campus with reliable infrastructure that provides all students with access to digital learning tools and instructional resources. During the 2025–2026 school year, the campus successfully implemented Texas' personal communication device policy, creating a learning environment with fewer distractions and increased student communication, collaboration, and engagement. As technology and artificial intelligence continue to evolve, the campus is committed to ensuring digital tools are used to enhance learning rather than replace critical thinking, teacher instruction, or meaningful student engagement.

Technology Strengths

- The campus maintains a reliable 1:1 technology program that provides equitable access to digital learning resources.
- The implementation of a personal communication device-free school environment has improved student engagement, communication, and collaboration.
- Teachers effectively integrate technology to support instruction, research, project-based learning, collaboration, and college readiness.
- Students have access to emerging technologies, including artificial intelligence tools, that support innovation and future workforce readiness when used appropriately.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): As technology and artificial intelligence continue to evolve, the campus must ensure students use digital tools responsibly and ethically. Technology should enhance learning and critical thinking while supporting--not replacing--teacher instruction and student ownership of learning.

Root Cause: The increasing availability of AI has changed how students complete academic work, making traditional homework less effective. Teachers need continued support in designing authentic learning experiences that emphasize discussion, reading, research, problem solving, and the purposeful use of technology.

Priority Problem Statements

Problem Statement 1: Elementary and middle school mathematics continue to be the lowest-performing content areas, resulting in a campus math accountability rating of C (73). Student performance declines are most evident in Grades 3, 4, 7, and 8 mathematics.

Root Cause 1: Tier I mathematics instruction has not consistently provided rigorous, standards-aligned instruction that ensures mastery of grade-level TEKS for all students. Additionally, targeted intervention systems have not been consistently implemented to identify learning gaps early and provide timely, data-driven support, resulting in persistent unfinished learning and low student achievement.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations.

Root Cause 2: Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: STEM Academy has experienced growth in the number of teachers entering the profession through alternative certification pathways, particularly at the elementary level. While these educators bring valuable content knowledge, commitment, and diverse experiences, many require additional support in instructional practices, classroom management, lesson planning, and alignment to STEM Academy's instruction.

Root Cause 3: The primary root cause is the ongoing regional teacher shortage and limited availability of certified educators, which has increased reliance on alternative certification pathways to fill staffing needs. As STEM Academy has grown, the campus has recruited talented individuals who are committed to education but may enter the classroom with varying levels of instructional preparation. A more intentional

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction.

Root Cause 4: Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.

Problem Statement 4 Areas: School Organization

Problem Statement 5: As technology and artificial intelligence continue to evolve, the campus must ensure students use digital tools responsibly and ethically. Technology should enhance learning and critical thinking while supporting--not replacing--teacher instruction and student ownership of learning.

Root Cause 5: The increasing availability of AI has changed how students complete academic work, making traditional homework less effective. Teachers need continued support in designing authentic learning experiences that emphasize discussion, reading, research, problem solving, and the purposeful use of technology.

Problem Statement 5 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data
- Intervention 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data
- Graduation plan types
- Foster Care data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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: By May of 2027, the % of students performing at the MEETS level or higher on 3-5th Math STAAR will increase from 47% to 50%.

High Priority

Indicators of Success:

Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Strategy 1 Details	Reviews			
Strategy 1: Grade 3-5 mathematics teachers and instructional leaders will participate in weekly Professional Learning Communities (PLCs) to analyze Beginning-of-Year (BOY), Middle-of-Year (MOY), district interim assessments, and district checkpoint data. PLCs will identify TEKS-based strengths and gaps, monitor student progress, develop targeted intervention and enrichment plans, and adjust Tier 1 instruction based on student performance. Strategy's Expected Result/Impact: Analyze BOY, MOY, district interim, and checkpoint assessment data. Develop TEKS-specific action plans following each assessment cycle. Monitor progress of student groups and adjust instruction accordingly. Implement targeted intervention and enrichment based on PLC decisions. Staff Responsible for Monitoring: 3-5 Math Teachers, Dean of Teaching and Learning, and Director of Curriculum and Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will incorporate 2-3 rigorous, STAAR-aligned problem-solving tasks each week that require students to explain reasoning, use multiple representations, analyze errors, and apply math to real-world situations. PLCs will review student work monthly and adjust instruction based on misconceptions. Strategy's Expected Result/Impact: Deliver standards-aligned, high-quality Tier 1 instruction daily. Utilize engagement strategies that promote mathematical thinking, collaboration, and discourse. Incorporate frequent formative assessments to monitor understanding and provide immediate feedback. Differentiate instruction through small-group instruction, scaffolds, and enrichment opportunities based on student needs. Staff Responsible for Monitoring: 3-5 Math Teachers, Dean of Teaching and Learning, and Director of Curriculum and Instruction TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Elementary and middle school mathematics continue to be the lowest-performing content areas, resulting in a campus math accountability rating of C (73). Student performance declines are most evident in Grades 3, 4, 7, and 8 mathematics. Root Cause: Tier I mathematics instruction has not consistently provided rigorous, standards-aligned instruction that ensures mastery of grade-level TEKS for all students. Additionally, targeted intervention systems have not been consistently implemented to identify learning gaps early and provide timely, data-driven support, resulting in persistent unfinished learning and low student achievement.

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

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 54% to 56%.

High Priority

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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Strategy 1 Details		Reviews			
Strategy 1: Grade 3-5 reading teachers will engage in weekly Professional Learning Communities (PLCs) to analyze BOY, MOY, district interim assessments, and checkpoint data to identify student strengths, reading skill gaps, and instructional priorities. PLCs will use data to develop targeted reading interventions, enrichment opportunities, and adjustments to Tier I instruction to increase student mastery of grade-level reading standards. Strategy's Expected Result/Impact: Analyze assessment data by TEKS, student groups, and reading domains to identify trends and instructional needs. Establish common formative assessments and monitor student progress throughout the year. Develop targeted small-group instruction and intervention plans based on data. Adjust instructional strategies based on checkpoint and interim assessment results. Staff Responsible for Monitoring: 3rd-5th Grade Reading/ELA Teachers; Dean of Teaching & Learning; PLC Teams Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Increase Reading Comprehension & Evidence-Based Responses Teachers will provide 2-3 weekly opportunities for students to analyze complex texts, determine central ideas, make inferences, use text evidence, and explain their thinking through written and verbal responses. PLCs will review student work monthly to identify gaps and adjust instruction. Strategy's Expected Result/Impact: Provide daily standards-aligned reading instruction using evidence-based literacy practices. Increase student engagement through collaborative discussions, questioning strategies, and text-based responses. Utilize formative assessment practices to provide immediate feedback and address misconceptions. Provide differentiated instruction through small groups, scaffolds, and enrichment activities based on student needs. Staff Responsible for Monitoring: 3rd-5th Grade Reading/ELA Teachers; Dean of Teaching & Learning; PLC Teams Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations. **Root Cause:** Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

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

Performance Objective 3: By May of 2027, the % of 5th grade students performing at the MEETS level on Science STAAR will increase from 57% to 59%.

Strategy 1 Details	Reviews			
Strategy 1: Fifth grade science teachers will engage in collaborative Professional Learning Communities (PLCs) to analyze BOY, MOY, district interim assessments, and checkpoint data to identify student learning gaps, monitor progress toward science standards mastery, and adjust instruction. PLCs will develop targeted instructional plans focused on high-priority TEKS, scientific reasoning, and areas of student need. Strategy's Expected Result/Impact: Analyze assessment data by TEKS, reporting category, and student groups to identify trends and instructional priorities. Use district checkpoints and interim assessments to monitor student progress and adjust instruction. Develop common formative assessments and intervention/enrichment plans based on student data. Collaborate to identify effective instructional strategies and share best practices. Staff Responsible for Monitoring: 3-5 Science Teachers, Dean of Teaching and Learning, and Director of Curriculum and Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Increase Science Application, Vocabulary & Evidence-Based Reasoning Teachers will provide 2-3 weekly opportunities for students to apply science concepts through hands-on investigations, data analysis, scientific vocabulary, interpreting diagrams/models, and evidence-based explanations. PLCs will review student work and assessment data monthly to identify misconceptions and adjust instruction. Strategy's Expected Result/Impact: Provide daily standards-aligned science instruction using the 5E instructional model and inquiry-based practices. Increase student engagement through labs, investigations, STEM challenges, and opportunities for students to explain scientific thinking. Incorporate frequent checks for understanding and formative assessments to identify misconceptions. Provide differentiated supports and enrichment opportunities based on student performance data. Staff Responsible for Monitoring: 3-5 Science Teachers, Dean of Teaching and Learning, and Director of Curriculum and Instruction ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By May 2027, the percentage of students achieving or exceeding their I-Ready reading goal will increase from 55% to 57%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs analyze BOY, MOY, I-Ready diagnostic, and lesson completion data to adjust instruction and interventions. Strategy's Expected Result/Impact: Teachers use data to provide timely support, increasing student growth. Staff Responsible for Monitoring: Dean, Instructional Coaches, Reading Teachers, PLC Facilitators Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted Reading Skills & Student Goal Setting Teachers will use i-Ready domain data to identify common skill gaps and provide targeted lessons in comprehension, vocabulary, phonics/word recognition, and language as appropriate. Students will track their own progress toward their i-Ready growth goal and participate in data conferences at least once each semester. Strategy's Expected Result/Impact: Increased mastery of grade-level reading standards and improved student growth. Staff Responsible for Monitoring: Reading Teachers, Dean TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations. **Root Cause:** Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

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

Performance Objective 5: By May 2027, the percentage of students achieving or exceeding their I-Ready math goal will increase from 55% to 57%.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly math PLCs to analyze I-Ready diagnostic, pathway, BOY, MOY, and checkpoint data to plan instruction. Strategy's Expected Result/Impact: Teachers make instructional adjustments based on student needs. Staff Responsible for Monitoring: Dean, Math Teachers, PLC Facilitators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted Math Skills & Student Goal Setting Teachers will use i-Ready domain data to identify common gaps in number sense, computation, algebraic reasoning, measurement, and problem solving. Teachers will provide targeted lessons and allow students to track their individual growth. Students will participate in data conferences at least once each semester to review progress and identify next steps. Strategy's Expected Result/Impact: Increased student growth and mastery of grade-level standards. Staff Responsible for Monitoring: Math Teachers, Dean TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Elementary and middle school mathematics continue to be the lowest-performing content areas, resulting in a campus math accountability rating of C (73). Student performance declines are most evident in Grades 3, 4, 7, and 8 mathematics. Root Cause: Tier I mathematics instruction has not consistently provided rigorous, standards-aligned instruction that ensures mastery of grade-level TEKS for all students. Additionally, targeted intervention systems have not been consistently implemented to identify learning gaps early and provide timely, data-driven support, resulting in persistent unfinished learning and low student achievement.

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

Performance Objective 6: By May of 2027, the percentage of students performing at MEETS level of 6th-8th Reading STAAR will increase from 68% to 70%.

Indicators of Success:

Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Strategy 1 Details	Reviews			
Strategy 1: Utilize weekly PLCs to analyze BOY, MOY, district interim, checkpoint, and common assessment data. Strategy's Expected Result/Impact: Improved instructional planning and targeted interventions. Staff Responsible for Monitoring: Dean, Reading Teachers, PLC Facilitators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Increase Reading Comprehension & Evidence-Based Responses Teachers will provide 2-3 weekly opportunities for students to analyze complex texts, determine central ideas, make inferences, use text evidence, and explain their thinking through written and verbal responses. PLCs will review student work monthly to identify gaps and adjust instruction. Strategy's Expected Result/Impact: Increased student proficiency on grade-level reading standards. Staff Responsible for Monitoring: Reading Teachers and Dean TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations. **Root Cause:** Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

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

Performance Objective 7: By May of 2028, the percentage of students performing at MEETS level of 6-8th Math STAAR will increase from 29% to 36%.

High Priority

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly PLCs using BOY, MOY, district interim, checkpoint, and common assessment data to identify gaps and monitor student progress. Strategy's Expected Result/Impact: Teachers implement timely instructional adjustments resulting in improved student performance. Staff Responsible for Monitoring: Dean and Math Teachers, PLC Facilitators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate 2-3 rigorous, STAAR-aligned problem-solving tasks each week that require students to explain reasoning, use multiple representations, analyze errors, and apply math to real-world situations. PLCs will review student work monthly and adjust instruction based on misconceptions. Strategy's Expected Result/Impact: Increased student mastery of grade-level mathematics standards. Staff Responsible for Monitoring: Math Teachers and Deans TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: Elementary and middle school mathematics continue to be the lowest-performing content areas, resulting in a campus math accountability rating of C (73). Student performance declines are most evident in Grades 3, 4, 7, and 8 mathematics. Root Cause: Tier I mathematics instruction has not consistently provided rigorous, standards-aligned instruction that ensures mastery of grade-level TEKS for all students. Additionally, targeted intervention systems have not been consistently implemented to identify learning gaps early and provide timely, data-driven support, resulting in persistent unfinished learning and low student achievement.

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 8: By May of 2027, the % of students performing at the MEETS level on 8th Science STAAR will increase from 78% to 80%.

Strategy 1 Details	Reviews			
Strategy 1: Utilize science PLCs to analyze BOY, MOY, district interim, and checkpoint assessment data to adjust instruction. Strategy's Expected Result/Impact: Instruction is aligned to student needs and priority TEKS. Staff Responsible for Monitoring: Dean and Science Teachers. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Increase Science Application, Vocabulary & Evidence-Based Reasoning Teachers will provide 2-3 weekly opportunities for students to apply science concepts through hands-on investigations, data analysis, scientific vocabulary, interpreting diagrams/models, and evidence-based explanations. PLCs will review student work and assessment data monthly to identify misconceptions and adjust instruction. Strategy's Expected Result/Impact: Increased performance on priority standards and Science STAAR. Staff Responsible for Monitoring: Science Teachers and Dean ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 9: By May of 2027, the percentage of performing at the MEETS level on 8th Social Studies STAAR will increase from 49% to 52%.

Strategy 1 Details	Reviews			
Strategy 1: Data-Driven TEKS Reteach & Intervention- Use STAAR, formative, and classroom assessment data to identify priority TEKS and student misconceptions. Teachers will provide targeted small-group reteaching and intervention based on identified needs. Strategy's Expected Result/Impact: Increase mastery of priority Social Studies TEKS and move students from Approaches to Meets performance. Staff Responsible for Monitoring: 8th Grade Social Studies Teacher, Dean of Teaching & Learning ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Increase Rigor & STAAR-Aligned Practice- Incorporate daily opportunities for students to analyze primary/secondary sources, interpret maps and data, evaluate historical evidence, and respond to STAAR-style questions requiring evidence-based reasoning. Strategy's Expected Result/Impact: Strengthen critical thinking, content application, and academic vocabulary needed for students to demonstrate Meets-level performance. Staff Responsible for Monitoring: 8th Grade Social Studies Teacher, Dean of Teaching & Learning ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 10: By May of 2027, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 71% to 72%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Targeted TEKS Intervention- Analyze Algebra I assessment data every 3-4 weeks to identify students and TEKS requiring additional support. Provide targeted small-group reteaching and reassessment using STAAR/EOC released items, TEKS Resource System resources, and campus assessments. Strategy's Expected Result/Impact: Increase mastery of priority Algebra I TEKS and move students currently performing at Approaches toward Meets. Staff Responsible for Monitoring: Algebra I Teacher, Dean of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Mathematical Application and Reasoning:- Provide 2-3 weekly STAAR-aligned tasks requiring students to apply algebraic concepts, interpret representations, justify solutions, and solve real-world problems. Review student work and common assessment data during monthly PLCs to adjust instruction. Strategy's Expected Result/Impact: Strengthen conceptual understanding and problem-solving skills needed to consistently demonstrate Meets-level performance. Staff Responsible for Monitoring: Algebra I Teacher, Dean of Teaching & Learning, and PLC Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 11: By May 2027, the percentage of Emergent Bilingual (EB) students performing at grade level or above in reading and mathematics will increase to at least 30%, as measured by STAAR performance and progress-monitoring data.

High Priority

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%, 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 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, 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%

Strategy 1 Details	Reviews			
Strategy 1: Targeted EB Instruction and Intervention Teachers will use STAAR, I-Ready, TELPAS, and classroom data to identify academic and language gaps for EB students and provide targeted small-group instruction, intervention, and language supports in reading and mathematics. Teachers will intentionally incorporate academic vocabulary, language development, visuals, modeling, discussion, and opportunities for students to demonstrate understanding. Staff Responsible for Monitoring: All teachers and Dean of Teaching and learning. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Monitor Progress and Accelerate Student Growth EB student progress will be reviewed during regular data cycles to identify students who are not demonstrating expected growth. Teachers, intervention staff, and campus leaders will develop individualized action plans and provide additional tutoring, small-group support, and targeted STAAR-aligned instruction to accelerate students toward grade-level performance. Staff Responsible for Monitoring: All teachers and Dean of Teaching and Learning. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 11 Problem Statements:

Student Achievement
Problem Statement 1: Elementary and middle school mathematics continue to be the lowest-performing content areas, resulting in a campus math accountability rating of C (73). Student performance declines are most evident in Grades 3, 4, 7, and 8 mathematics. Root Cause: Tier I mathematics instruction has not consistently provided rigorous, standards-aligned instruction that ensures mastery of grade-level TEKS for all students. Additionally, targeted intervention systems have not been consistently implemented to identify learning gaps early and provide timely, data-driven support, resulting in persistent unfinished learning and low student achievement. Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations. Root Cause: Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

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: By May of 2027, the percentage of K-3 students achieving or exceeding their I-Ready reading goal will increase from 55% to 57%.

High Priority

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Strategy 1 Details	Reviews			
Strategy 1: Targeted I-Ready Data Cycles and Intervention Teachers will use I-Ready diagnostic and progress-monitoring data to identify specific reading skill gaps and provide targeted small-group instruction and interventions. Student progress will be reviewed regularly to adjust instruction and ensure students are on track to meet or exceed their I-Ready reading growth goals. Staff Responsible for Monitoring: K-3 Reading Teachers and Dean of Teaching and Learning. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted Reading Pullout and Phonics Support K-3 students demonstrating reading skill gaps will receive targeted pullout support through the dyslexia teacher and other designated reading intervention staff. Small-group instruction will focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension based on student needs and I-Ready data. Classroom teachers and intervention staff will collaborate regularly to monitor progress and adjust supports to accelerate reading growth. Staff Responsible for Monitoring: Dyslexia Teacher, K-3 teachers, Dean of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations. **Root Cause:** Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.

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

Performance Objective 2: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 48% to 50%.

High Priority

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%

Strategy 1 Details	Reviews			
Strategy 1: Targeted Reading Intervention and Small-Group Instruction Third grade teachers and reading intervention staff will use STAAR, I-Ready, and classroom assessment data to identify specific reading skill gaps and provide targeted small-group instruction and pullout support focused on comprehension, vocabulary, fluency, and responding to grade-level texts. Staff Responsible for Monitoring: 3rd grade teachers and Dean of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: TEKS-Aligned STAAR Preparation and Progress Monitoring Teachers will provide frequent opportunities for students to read and analyze complex, grade-level texts and practice STAAR-aligned question types and constructed responses. Student progress will be monitored through common assessments and data reviews, with instruction adjusted to address identified gaps and move students toward the MEETS level. Checkpoints Staff Responsible for Monitoring: 3rd grade teachers and Dean of Teaching and Learning TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Reading achievement at the elementary level has declined, resulting in an elementary reading accountability rating of C (78). Third and fourth grade reading scores continue to perform below campus expectations. Root Cause: Inconsistent Tier I literacy instruction, driven in part by staffing challenges and a lack of certified or adequately trained literacy teachers, has limited student mastery of foundational reading skills. Additionally, targeted intervention practices have not been consistently implemented to accelerate learning for students performing below grade level.
School Organization
Problem Statement 1: The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction. Root Cause: Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.

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

Performance Objective 1: CCMR

By May 2027, at least 98% of graduates will meet CCMR standards through dual credit maintaining STEM Academy's historically high performance.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Freshman TSIA Reading and Writing Preparation All freshmen will complete EDUC 1300 and participate in monthly TSIA Reading and Writing testing. Students who have not met TSIA criteria by the end of freshman year will be enrolled in a targeted TSIA test-preparation course during the fall semester of sophomore year. Staff Responsible for Monitoring: Counselor, OP TEA Priorities: Connect high school to career and college Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Algebra II TSIA Math Preparation All students enrolled in Algebra II will participate in monthly TSIA Math testing during the spring semester. Students who have not met the TSIA Math criteria will receive targeted preparation and intervention to ensure they meet CCMR requirements prior to graduation. Staff Responsible for Monitoring: OP, Counselor TEA Priorities: Connect high school to career and college Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Organization

Problem Statement 1: The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction. **Root Cause:** Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.

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

Performance Objective 2: Attendance

By May 2027, the student attendance rate will improve from 95% to 96%, with focused improvement for Economically Disadvantaged and high-mobility students.

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

Strategy 1 Details	Reviews			
Strategy 1: Use social media, STEM News, campus announcements, to consistently communicate why daily attendance matters. Highlight how being present supports academic success, participation in STEM projects, relationships with teachers and peers, and preparation for college and careers. Celebrate improved attendance and classes or grade levels demonstrating strong attendance to build a positive culture around being present. Staff Responsible for Monitoring: All STEM Teachers Staff and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Early Attendance Monitoring and Student Action Plans Every three weeks, the Dean of Students will review attendance data with the attendance clerk to identify students with chronic absences or emerging attendance concerns. The Dean will meet with identified students to determine barriers to attendance, develop individualized attendance improvement plans, communicate with families, and monitor progress through regular follow-up. Staff Responsible for Monitoring: Dean of Students , attendance clerk and OP	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Discipline

By May 2027, the number of exclusionary discipline incidents (ISS/OSS) will decrease by 5%.

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%

Strategy 1 Details	Reviews			
Strategy 1: Strengthen the Classroom Disruption System Implement and consistently monitor the campus classroom disruption system to provide teachers with a clear, progressive process for addressing minor behaviors before they escalate to office referrals or exclusionary consequences. Deans and administrators will review discipline data regularly to identify patterns, support teachers, and ensure consistent implementation across grade levels. Staff Responsible for Monitoring: Deans, OP	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Classroom Systems and Procedures Provide teachers with professional learning, coaching, and collaborative support to establish and consistently implement effective classroom systems, procedures, transitions, and behavior expectations. Teachers will explicitly teach, practice, and reinforce expectations to increase student engagement and minimize behaviors that disrupt learning. Staff Responsible for Monitoring: Deans and OP ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 2-3 mathematics teachers will attend the Conference for the Advancement of Mathematics Teaching (CAMT) and 2-3 science teachers will attend the Conference for the Advancement of Science Teaching (CAST), sharing best practices and implementing new instructional strategies through campus professional learning communities.

Strategy 1 Details	Reviews			
Strategy 1: Support teacher participation in CAMT and CAST by identifying content-area educators, providing funding and logistical support for conference attendance, and aligning conference learning opportunities with campus instructional goals and teacher professional growth plans. Strategy's Expected Result/Impact: Identify 2-3 math and 2-3 science teachers to attend conferences Provide registration, travel, and professional learning support as available Align conference sessions with campus goals for STEM instruction, engagement, and Tier I instruction Document teacher learning and implementation goals following conference attendance Staff Responsible for Monitoring: OP, Math/Science Teachers, and Deans Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish a process for teachers attending CAMT and CAST to share new instructional strategies, resources, and best practices with their departments and PLC teams and implement evidence-based practices that improve student engagement and achievement. Strategy's Expected Result/Impact: Present conference takeaways during PLC meetings or professional learning sessions Share instructional resources and strategies with content teams Collaboratively plan lessons incorporating new strategies Monitor implementation through classroom walkthroughs, teacher reflections, and student learning outcomes Staff Responsible for Monitoring: OP, Math/Science teachers, Deans Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: STEM Academy has experienced growth in the number of teachers entering the profession through alternative certification pathways, particularly at the elementary level. While these educators bring valuable content knowledge, commitment, and diverse experiences, many require additional support in instructional practices, classroom management, lesson planning, and alignment to STEM Academy's instruction. **Root Cause:** The primary root cause is the ongoing regional teacher shortage and limited availability of certified educators, which has increased reliance on alternative certification pathways to fill staffing needs. As STEM Academy has grown, the campus has recruited talented individuals who are committed to education but may enter the classroom with varying levels of instructional preparation. A more intenti

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, all teachers will engage in collaborative planning through Professional Learning Communities (PLCs) to design and deliver high-quality Tier I instruction that promotes student engagement, rigorous learning experiences, and authentic project- and problem-based learning aligned to the TEKS.

Strategy 1 Details	Reviews			
Strategy 1: Implement a consistent PLC process that provides protected collaboration time for teachers to unpack the TEKS, analyze student learning data, develop common assessments, and design rigorous Tier I lessons that align with campus instructional priorities and student needs. Strategy's Expected Result/Impact: Establish PLC agendas and protocols focused on instruction and student learning Unpack TEKS and align lessons, assessments, and learning targets Analyze BOY/MOY assessments, district checkpoints, and classroom data Develop common formative assessments and instructional responses Monitor PLC effectiveness through leadership walkthroughs and feedback Staff Responsible for Monitoring: Dean of Teaching and Learning Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional learning, coaching, and collaboration opportunities focused on high-quality Tier I instruction, student engagement strategies, inquiry-based learning, and the effective implementation of project-based and problem-based learning experiences aligned to STEM Academy's instructional model. Coaching will be based on historical TTESS, student achievement, and current needs to build professional portfolios of growth and leadership. We will design goals to support areas of growth in specific domain and dimensions of TTESS for each individual teacher. Strategy's Expected Result/Impact: Provide professional learning on PBL design, engagement strategies, questioning techniques, and student discourse Support teachers in developing authentic, standards-aligned projects and problem-solving experiences Conduct instructional coaching cycles and classroom walkthroughs Share exemplary practices through PLCs and teacher collaboration Use student work and observation data to refine instructional practices Staff Responsible for Monitoring: Dean of Teaching and Learning and Director of C&I Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: STEM Academy has experienced growth in the number of teachers entering the profession through alternative certification pathways, particularly at the elementary level. While these educators bring valuable content knowledge, commitment, and diverse experiences, many require additional support in instructional practices, classroom management, lesson planning, and alignment to STEM Academy's instruction. Root Cause: The primary root cause is the ongoing regional teacher shortage and limited availability of certified educators, which has increased reliance on alternative certification pathways to fill staffing needs. As STEM Academy has grown, the campus has recruited talented individuals who are committed to education but may enter the classroom with varying levels of instructional preparation. A more intentional
School Organization
Problem Statement 1: The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction. Root Cause: Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of teachers serving under an intern, probationary, or emergency certificate will be actively working toward full certification through an approved educator preparation program and meet all established certification benchmarks throughout the school year.

Strategy 1 Details	Reviews			
Strategy 1: Develop and monitor individualized certification plans for all uncertified teachers that identify required coursework, certification exams, program milestones, timelines, and available campus supports to ensure teachers remain on track toward full certification. Strategy's Expected Result/Impact: Maintain a certification tracker for all uncertified teachers Meet regularly with teachers to review certification progress Provide resources and support for coursework completion and certification testing Monitor progress toward program benchmarks each semester Staff Responsible for Monitoring: Dean of Teaching and Learning and Director of C&I TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement a structured support system that pairs uncertified teachers with experienced educators, instructional coaches, and campus leaders to provide mentoring, classroom support, feedback, and guidance throughout the certification process. Strategy's Expected Result/Impact: Assign mentors to support uncertified teachers Conduct regular coaching cycles and classroom observations Provide professional learning aligned to certification requirements and instructional needs Support teachers in strengthening classroom management, lesson planning, assessment practices, and instructional strategies Staff Responsible for Monitoring: Dean of Teaching and Learning and Director of C&I TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: STEM Academy has experienced growth in the number of teachers entering the profession through alternative certification pathways, particularly at the elementary level. While these educators bring valuable content knowledge, commitment, and diverse experiences, many require additional support in instructional practices, classroom management, lesson planning, and alignment to STEM Academy's instruction. Root Cause: The primary root cause is the ongoing regional teacher shortage and limited availability of certified educators, which has increased reliance on alternative certification pathways to fill staffing needs. As STEM Academy has grown, the campus has recruited talented individuals who are committed to education but may enter the classroom with varying levels of instructional preparation. A more intenti
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Problem Statement 1: The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction. Root Cause: Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, all students will demonstrate responsible and ethical use of technology and artificial intelligence by using digital tools to enhance learning, critical thinking, problem solving, and student ownership while maintaining authentic evidence of their own learning.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Teachers will design and implement authentic learning experiences that emphasize reading, research, discussion, problem solving, and critical thinking while using technology and AI purposefully to enhance--not replace--student learning. Staff Responsible for Monitoring: Dean of Teaching and Learning and Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive ongoing professional learning and support on effective technology and AI integration, including strategies for designing authentic assignments, identifying appropriate uses of AI, and creating learning experiences that promote student thinking, creativity, problem solving, and ownership of learning. Staff Responsible for Monitoring: OP, Dean of Teaching and Learning, Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Technology
Problem Statement 1: As technology and artificial intelligence continue to evolve, the campus must ensure students use digital tools responsibly and ethically. Technology should enhance learning and critical thinking while supporting--not replacing--teacher instruction and student ownership of learning. Root Cause: The increasing availability of AI has changed how students complete academic work, making traditional homework less effective. Teachers need continued support in designing authentic learning experiences that emphasize discussion, reading, research, problem solving, and the purposeful use of technology.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, the campus will host at least one meaningful family or community engagement event each month, with annual participation increasing by 10% as measured through attendance data and family feedback surveys.

Evaluation Data Sources: Calendar

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a comprehensive family engagement calendar that provides at least one meaningful event each month designed to celebrate student learning, strengthen family-school partnerships, and support college, career, and STEM readiness through activities such as STEM Nights, student showcases, literacy and math nights, pathway events, college readiness workshops, and family celebrations. Strategy's Expected Result/Impact: Offer a variety of academic, STEM, and community-focused events Collect attendance and family feedback after each event Recognize student learning and accomplishments Staff Responsible for Monitoring: OP, Deans, Family Engagement Com.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen family and community involvement by implementing a comprehensive communication plan and expanding volunteer and community partnership opportunities. Promote events through multiple communication platforms, provide opportunities for parents to volunteer and participate in campus activities, and collaborate with community organizations, universities, and business partners to support family engagement initiatives. Strategy's Expected Result/Impact: Promote events through social media, newsletters, email, and text messages Recruit and recognize parent volunteers Partner with UTPB, local businesses, and community organizations Monitor attendance trends and use family feedback to improve future events Staff Responsible for Monitoring: OP, Deans	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, all students will participate in a structured mentorship and advisory program that includes daily morning meetings, goal setting, academic monitoring, social-emotional learning, and college and career readiness activities.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide mentorship and advisory framework that includes weekly grade-level morning meetings, relationship-building activities, social-emotional learning, character education, goal setting, attendance monitoring, and academic check-ins using a common scope and sequence across all grade levels. Strategy's Expected Result/Impact: Weekly morning meetings in every grade level Common advisory lessons and resources Student goal-setting and reflection Academic and attendance monitoring SEL and character education activities Staff Responsible for Monitoring: OP, Deans, and Counselors	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement a student-led mentorship program in which trained student mentors provide guidance, encouragement, and peer support to younger students through regularly scheduled mentoring sessions, leadership activities, and school events. Staff will provide training, supervision, and ongoing support to ensure meaningful mentor-mentee relationships that promote belonging, leadership development, and academic success. Strategy's Expected Result/Impact: Student mentor training Mentor/mentee assignments Scheduled mentoring sessions Leadership activities Student climate and connectedness surveys Staff Responsible for Monitoring: Deans	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Strengthen partnerships with families through timely communication, transparent reporting of student progress, and meaningful opportunities to participate in their child's educational journey.

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive family engagement plan that includes monthly family events, volunteer opportunities, student showcases, STEM nights, pathway events, and parent workshop sessions to strengthen family-school partnerships. Staff Responsible for Monitoring: All STEM Leadership, Teachers, and Staff. Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Ensure consistent two-way communication by maintaining up-to-date gradebooks, sending regular progress updates, conducting parent-teacher conferences, utilizing the district communication platform, and providing timely information on student progress and available academic supports. Strategy's Expected Result/Impact: Accurate grading and communication with students and families. Staff Responsible for Monitoring: Deans and Instructional Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: The campus has a strong distributed leadership structure; however, competing operational responsibilities can limit opportunities for campus leaders to consistently focus on the specialized work of instructional leadership and student support. Continued refinement of leadership roles and systems will increase the effectiveness of teacher coaching, student services, and instruction. Root Cause: Establishing clearer systems and processes that protect time for instructional leadership and student support will enable each dean to more fully specialize in their role and strengthen the overall effectiveness of the leadership team.