

Ector County Independent School District



2026-2027 District Improvement Plan

Mission Statement

"Believing our students are the future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society."

Vision

OUR Students.... THE Future

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	10
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	20
Employee Data	21
Parent/Community Data	21
Support Systems and Other Data	22
Board Goals	23
Board Goal 1 : The percentage of students achieving or exceeding the meets stand...	24
Board Goal 2 : The percentage of 3rd grade students reading at or above grade le...	48
Board Goal 3 : The percentage of high school graduates considered College, Care...	52
Board Goal 4 : Classroom Excellence	64
Board Goal 5 : Culture of Excellence	91
Board Goal Tables	122
RDA Strategies	123
Assurances	126
Funding Summary	128
Bond Funds	129
IDEA-B	129
Local	129
State Comp Ed	130
Title One Homeless	131
Title One Instructional Continuity	131
Title One School- Improvement	131
Title Two Professional Development	132
Title Three Bilingual/ ESL	132
Title IV	133
State Grant	133



Comprehensive Needs Assessment

Demographics

Summary

2025-2026 school year

School Population	Count	Percent
Student Total	31,892	100%
Early Education Grade	127	0.40%
Pre-Kindergarten Grade	1,638	5.14%
Kindergarten Grade	2,148	6.74%
1st Grade	2,377	7.45%
2nd Grade	2,389	7.49%
3rd Grade	2,337	7.33%
4th Grade	2,452	7.69%
5th Grade	2,528	7.93%
6th Grade	2,267	7.11%
7th Grade	2,315	7.26%
8th Grade	2,315	7.26%
9th Grade	2,440	7.65%
10th Grade	2,314	7.26%
11th Grade	2,240	7.02%
12th Grade	2,005	6.29%

Not Enrolled on Snapshot (*Notes*) [609](#)

Student Demographics

Student Demographics	Count	Percent
Gender		
Female	15,595	48.90%
Male	16,296	51.10%
Ethnicity		
Hispanic-Latino	26,209	82.18%
Race		
American Indian - Alaskan Native	50	0.16%
Asian	285	0.89%
Black - African American	1,033	3.24%
Native Hawaiian - Pacific Islander	101	0.32%
White	3,725	11.68%
Two-or-More	488	1.53%

Student Programs

Student Programs	Count	Percent
Dyslexia (Dyslexia-Indicator-Code = 1)	1,357	4.25%

Gifted and Talented (Gifted-Talented-Indicator-Code = 1)	3,163	9.92%
MS Advanced Math Participation (MS Advanced Math Participation = 1)	0	0.00%
Regional Day School Program for the Deaf (Reg-Day-Sch-Prog-Deaf-Code = 3)	39	0.12%
Section 504 (Section-504-Indicator-Code = 1)	928	2.91%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)	3,859	12.10%
Emergent Bilingual		
Emergent Bilingual (EB) (Emergent-Bilingual-Indicator-Code = 1)	9,328	29.25%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)	3,392	10.64%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)	1,553	4.87%
Alternative Methods for Bilingual Education (Alternative Methods = 047, 048, 049, 050)	1,582	4.96%
Alternative Methods for ESL (Alternative Methods = 005, 006)	2,681	8.41%
Title I Part A		
Schoolwide Program (Title-I-Part-A-Indicator-Code = 6)	29,393	92.16%
Targeted Assistance (Title-I-Part-A-Indicator-Code = 7)	0	0.00%
Targeted Assistance Previously Participated (Title-I-Part-A-Indicator-Code = 8)	0	0.00%
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	32	0.10%
Neglected (Title-I-Part-A-Indicator-Code = A)	0	0.00%

Student Indicators

Student Indicators	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	18,888	59.22%
Foster Care (Foster-Care-Indicator-Code = 1,2)	34	0.11%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	19	0.06%
Immigrant (Immigrant-Indicator-Code = 1)	1,045	3.28%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	897	2.81%
Migratory (Migratory = 1)	6	0.02%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	327	1.03%
Transfer In Students (Student Attribution Code = 6)	216	0.6773%
Unschooling Asylee/Refugee (Unschooling-Asylee/Refugee-Code = 1, 2)	1	0.0031%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	22,802	71.50%
Free Meals (Economic-Disadvantage-Code = 01)	13,713	43.00%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	265	0.83%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	8,824	27.67%
Homeless and Unaccompanied Youth		
Homeless Status Total (Homeless-Status-Code = 2,3,4,5)	1,112	3.49%
Shelter (Homeless-Status-Code = 5)	20	0.06%
Doubled Up (Homeless-Status-Code = 2)	898	2.82%
Unsheltered (Homeless-Status-Code = 3)	174	0.55%
Hotel/Motel (Homeless-Status-Code = 4)	20	0.06%
Not Unaccompanied Youth (Unaccompanied-Youth-Status-Code = 3)	1,064	3.34%
Is Unaccompanied Youth (Unaccompanied-Youth-Status-Code = 4)	46	0.14%
Special Education Services		
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	22	0.57%
Other health impairment	306	7.93%

Auditory impairment	49	1.27%
Visual impairment	23	0.60%
Deaf-Blind	5	0.13%
Intellectual disability	440	11.40%
Emotional disturbance	136	3.52%
Learning disability	1,483	38.43%
Speech impairment	644	16.69%
Autism	617	15.99%
Developmental delay	102	2.64%
Traumatic brain injury	5	0.13%
Noncategorical early childhood	22	0.57%
Instructional Settings		
Speech Therapy code (00)	668	17.31%
Homebound code (01)	7	0.18%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	1,046	27.11%
Resource Room codes (41, 42)	1,380	35.76%
VAC code (08)	48	1.24%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	1	0.03%
Self Contained codes (43,44)	623	16.14%
Full-Time Early Childhood code (45)	81	2.10%
Nonpublic Day School code (60)	0	0.00%

College and Career Readiness School Models	Count	Percent
Associate Degree Does not include leavers (Associate-Degree-Indicator Code = 1)	37	0.12%
Early College High School (ECHS) (ECHS-Indicator-Code = 1)	682	2.14%
New Tech (New-Tech-Indicator-Code = 1)	427	1.34%
P-Tech (P-Tech-Indicator-Code = 1)	436	1.37%

Not Enrolled on Snapshot Information	Count	Percent
As of Status		
Code C	605	99.34%
Code G	4	0.66%
Total Not Enrolled on Snapshot	609	1.87%
Total Snapshot Enrollment	31,892	98.13%
Total Student Snapshot + Not Enrolled on Snapshot	32,501	100.00%

Staff Information	Count	Percent
Administrative Support (Role ID Not Equal 087 AND Object Code = 6119)	611	15.78%
Teacher (Role ID = 087 AND Object Code = 6119)	1,770	45.72%
Educational Aide (Role ID = 033 AND Object Code = 6129)	533	13.77%
Auxiliary (Auxiliary Role ID Not Equal Blank AND Object Code = 6129)	957	24.72%

Strengths

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Campuses struggle to achieve full points in Domain III for accountability.

Domain III performance is limited by a lack of clear understanding and consistent application of how the system works, resulting in missed opportunities to intentionally target student groups and maximize accountability points.

2

In 24-25, 71.13% of EB students did not progress 1 or more Levels on TELPAS from 23-24.

Inconsistent implementation of a cohesive, system-wide approach to English language development, including content-based language instruction methods embedded in the ELPS, structured opportunities for academic language use, and progress monitoring, has limited the ability to effectively differentiate support and accelerate language proficiency growth for EB students.

 = Priority

Student Achievement

Summary

Attendance Rate

Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	9
2021-22	92%	91%	91%	90%	91%	91%	91%	96%	91%	90%	90%	90%	9
2022-23	93%	92%	92%	91%	92%	93%	92%	96%	92%	91%	91%	91%	9
2023-24	94%	92%	92%	91%	92%	93%	91%	96%	92%	91%	92%	92%	9
2024-25	94%	94%	93%	92%	93%	93%	92%	96%	93%	92%	92%	92%	9

School Progress - Annual Growth by Grade and Subject

School Progress - Annual Growth by Grade and Subject	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	9
All Grades Both Subjects	2025	65%	59%	57%	55%	56%	63%	62%	77%	64%	61%	43%	43
All Grades Both Subjects	2024	64%	59%	58%	52%	57%	61%	67%	80%	57%	59%	46%	46
All Grades Both Subjects	2023	64%	60%	62%	59%	62%	67%	70%	82%	59%	65%	52%	52
All Grades ELA/ Reading	2025	67%	61%	59%	56%	58%	66%	77%	78%	62%	66%	40%	40
All Grades ELA/ Reading	2024	67%	61%	59%	54%	58%	63%	71%	80%	60%	63%	42%	42
All Grades ELA/ Reading	2023	63%	58%	60%	55%	59%	64%	61%	80%	59%	62%	45%	45
All Grades Mathematics	2025	64%	56%	54%	53%	54%	59%	40%	75%	67%	56%	46%	46
All Grades Mathematics	2024	60%	56%	56%	49%	56%	58%	61%	80%	53%	54%	51%	51
All Grades Mathematics	2023	66%	63%	66%	64%	65%	70%	83%	84%	59%	68%	59%	59

STAAR Performance Rates by Tested Grade, Subject, and Performance Level At Meets Grade Level or Above

Assessment	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Sp Ed (Cu)
Grade 3 Reading	2025	0.52	0.43	0.38	0.39	0.36	0.49	*	0.7	0.45	0.52	0
Grade 3 Reading	2024	0.48	0.39	0.34	0.28	0.32	0.43	-	0.72	0.5	0.48	0
Grade 3 Reading	2023	0.5	0.41	0.38	0.41	0.36	0.48	*	0.65	0.33	0.46	0
Grade 3 Mathematics	2025	0.46	0.38	0.35	0.33	0.33	0.42	*	0.7	0.27	0.31	0
Grade 3 Mathematics	2024	0.42	0.36	0.33	0.27	0.31	0.4	-	0.76	0.33	0.45	0
Grade 3 Mathematics	2023	0.45	0.38	0.33	0.29	0.31	0.44	*	0.59	0.22	0.46	0
Grade 5 Reading	2025	0.58	0.47	0.44	0.46	0.42	0.55	0.5	0.71	0.63	0.66	0
Grade 5 Reading	2024	0.55	0.45	0.44	0.43	0.42	0.51	*	0.75	0.8	0.67	0
Grade 5 Reading	2023	0.57	0.47	0.43	0.41	0.41	0.52	0.4	0.94	0.17	0.41	0
Grade 5 Mathematics	2025	0.47	0.38	0.36	0.31	0.35	0.46	0.17	0.65	0.63	0.5	0
Grade 5 Mathematics	2024	0.5	0.42	0.39	0.24	0.38	0.42	*	0.85	0.8	0.47	0
At Meets Grade Level or Above	2023	0.51	0.44	0.44	0.35	0.43	0.48	0.6	0.88	0.5	0.48	0
Grade 6 Reading	2025	0.56	0.47	0.42	0.34	0.4	0.53	*	0.71	0.63	0.62	0
Grade 6 Reading	2024	0.57	0.48	0.44	0.36	0.43	0.54	*	0.85	0.29	0.42	0
Grade 6 Reading	2023	0.52	0.45	0.42	0.41	0.39	0.55	0.33	1	0.5	0.43	0
Grade 6 Mathematics	2025	0.4	0.33	0.26	0.13	0.25	0.32	*	0.58	0.38	0.35	0
Grade 6 Mathematics	2024	0.39	0.35	0.34	0.25	0.34	0.39	*	1	0	0.27	0
Grade 6 Mathematics	2023	0.4	0.36	0.35	0.21	0.33	0.45	0.14	0.89	0.2	0.43	0
Grade 8 Reading	2025	0.58	0.47	0.43	0.47	0.41	0.57	*	0.77	0.33	0.59	0
Grade 8 Reading	2024	0.56	0.44	0.42	0.34	0.42	0.45	*	0.82	*	0.54	0
Grade 8 Reading	2023	0.58	0.47	0.46	0.34	0.45	0.55	0.57	0.65	0.63	0.46	0
Grade 8 Mathematics	2025	0.47	0.38	0.37	0.32	0.35	0.45	*	0.79	0.6	0.35	0

Grade 8 Mathematics	2024	0.43	0.36	0.29	0.25	0.29	0.31	*	0.7	*	0.13	0
Grade 8 Mathematics	2023	0.46	0.39	0.28	0.12	0.28	0.35	0.17	0.5	0.43	0.24	0
End of Course English I	2025	0.49	0.36	0.33	0.27	0.31	0.47	0.17	0.74	0.4	0.5	0
End of Course English I	2024	0.52	0.4	0.36	0.26	0.35	0.49	0.43	0.76	0.2	0.45	0
End of Course English I	2023	0.52	0.42	0.41	0.3	0.37	0.59	0.75	0.75	0.3	0.48	0
End of Course Algebra I	2025	0.45	0.27	0.27	0.21	0.26	0.4	*	0.76	0.29	0.27	0
End of Course Algebra I	2024	0.43	0.3	0.28	0.17	0.27	0.34	0.29	0.91	0.14	0.45	0
End of Course Algebra I	2023	0.43	0.34	0.32	0.26	0.3	0.39	0.5	0.81	0.2	0.51	0

4-Year Longitudinal Rate (Gr 9-12) Class of 2024

Measure	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Disability
Graduated	90.70%	87.20%	87.80%	86.60%	87.80%	88.20%	50.00%	95.50%*		85.70%	78.90%	85.70%
Received TxCHSE	0.30%	0.30%	0.20%	0.00%	0.10%	0.90%	0.00%	0.00%*		0.00%	0.00%	0.10%
Continued HS	3.10%	3.40%	3.90%	2.40%	4.30%	2.80%	0.00%	0.00%*		3.60%	6.10%	5.00%
Dropped Out	5.80%	9.00%	8.10%	11.00%	7.90%	8.00%	50.00%	4.50%*		10.70%	15.00%	9.40%
Graduates and TxCHSE	91.10%	87.50%	88.00%	86.60%	87.80%	89.20%	50.00%	95.50%*		85.70%	78.90%	85.70%
Graduates, TxCHSE, and Continuers	94.20%	91.00%	91.90%	89.00%	92.10%	92.00%	50.00%	95.50%	100.00%	89.30%	85.00%	90.70%

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Reading accounts for approximately 36% of test failures (4,550 out of 12,500); however, less than 30% of students completed their assigned HB 1416 accelerated instruction hours in reading, resulting in low compliance and limited impact on student outcomes.	Low completion of HB 1416 reading hours is driven by inconsistent campus systems for scheduling and monitoring, combined with a platform that is difficult to use and lacks accessible, reliable data, resulting in delayed starts, low prioritization, and limited accountability--especially at the secondary level.
2	In 24-25, 20% of graduates scored at or above college ready standard compared to the State at 34%.	ECISD performance on math and ELA EOCS is below the state average. Strengthening students performance on STAAR exams will have a positive impact on college readiness.
3	In 23-24, 47% of graduates were CTE completers matching the State's percentage.	ECISD has done a good job at advising students to progress to CTE Completer status but continuous improvement is needed.
4	In 23-24, 59% of graduates earned an IBC in an aligned program of study/Level 1 certificate compared to the State at 35%.	ECISD has done a good job at preparing students to pass TEA approved IBCs continuous improvement is needed.
5	In 25-26, 53% of graduates earned CCMR through dual credit compared to 25% for the State.	ECISD continues to provide great opportunities to student for dual credit, but continuous improvement is needed. Cost of Dual credit is currently funded by ECISD.
6	In 25-26, 2.1% of the total high school enrollment was enrolled in JROTC.	Students may not see the military as an option for after high school.

7

In 25-26, 34% of 3rd grade students read on grade level based on STAAR.

There is not enough staff to intervene with struggling 3rd grade readers.

8

During the 2025-2026 school year, 32% of students in grades 3-5 achieved the Meets performance level on the STAAR Interim Assessment in Math, 25% of 5th grade students achieved Meets in Science, and 41% of students in grades 3-5 achieved Meets in Reading.

ECISD lacks a system that ensures campus leaders consistently prioritize, calendar, and execute high-leverage instructional leadership actions (lesson plan review, observation & coaching) resulting in inconsistent TEKS-aligned instruction across classrooms.

9

Students in grades 3-8 are underachieving in the areas of Social Studies.

The lack of professional development and technical assistance in the area SDI of social studies curriculum, assessment, and instruction.

10

Students in grades 3-8 are underachieving in the area of Reading

The lack of professional development and technical assistance in the area of SDI Reading curriculum, assessment, and instruction.

11

Students in grades 3-8 are underachieving in the area of Science

The lack of professional development and technical assistance in the area of Science SDI curriculum, assessment, and instruction.

12

Students in grades 3-8 are underachieving in the area of Math

The lack of professional development and technical assistance in the area of SDI Math curriculum, assessment, and instruction.

13

In 24-25, 8.1% of students in the Class of 2024 dropped out according to the 4-Year Longitudinal Rate in the TAPR report.

Analysis of district monitoring data indicates that chronic absenteeism, credit deficiency, mobility (including OSP, McKinney-Vento and Foster Care) and inconsistent early intervention prior to escalation contribute to increased risk of student disengagement and withdrawal before graduation.

14

In the 2025 RDA report, 32.4% of OSP 8th graders passed the social studies STAAR test which is below the 65% cut point.

OSP students face barriers to attendance that often prevent them from attending school regularly to obtain the skills necessary to pass the 8th grade Social Studies STAAR.

15

In 25-26, 22.7% of students in the district were chronically absent (missing 10% or more of school days).

Chronic absenteeism in 25-26 was driven by limited early intervention systems and barriers such as transportation, health, and family needs, resulting in delayed identification and support for at-risk students.

16

In 25/26 SY, in Q3 72% of TPRS Seniors had completed CCMR requirements, not fulfilling the goal of 96% complete.

Senior status and dropout designation compress the reporting window for CCMR attainment. TPRS students are identified and enrolled on a rolling basis throughout the year, many enter the program without sufficient time to complete CCMR indicators. As a result, the majority of intensive CCMR efforts are concentrated between April and June.

17

In 25/26 SY, in Q3 TPRS had 4% dropout student status. TPRS EOY goal is 2%.

TPRS reported 4 student dropouts, including 3 ninth-grade students. Students with DO leaver code 84 are generally not accepted by other TX high school programs for recruitment or transfer placement. Current campus recovery systems limit credit recovery for active dropout recovered 9th grade students. Students demonstrate an early disengagement and struggle to re-engage and enroll working towards g

18

In 25/26 SY, in Q3 85% of TPRS met ADA attendance. TPRS EOY goal is 90%.

TPRS student ADA attendance is directly impacted by pregnancy and parenting-related responsibilities. Non-traditional educational settings are opted for and in demand. Absences for medical and parenting needs are documented in accordance with PRS requirements in ADA attendance. Despite documentation, these absences still count against ADA attendance rates and effect PRS weighted funding for the di

19

In 25-26, 46% of ECISD dropouts were 9th graders.

Transitioning to 9th grade is difficult when attendance and credits begin to count.



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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

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
- 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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other 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
- Parent activity evaluations and feedback data

- Community service agencies and support services

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
- Focus Group(s) 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

ECISD will improve their Special Education Student RDA score in the area SPED STAAR passing rate of 3-8 grade students in Social Studies from determination level 4 to determination level 3 by the end of the 2026-27 school year.

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

Evaluation Data Source: 2026 RDA Report

Strategy 1 Results Driven Accountability

ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Social Studies.

Strategy's Expected Result/Impact: To improve RDA Social Studies rating from a 4 to a 3.

Staff Responsible for Monitoring: Executive Director Special Services

Funding Sources: Time IDEA-B, \$48,000

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Social Studies.

Strategy's Expected Result/Impact: To improve RDA Social Studies rating from a 4 to a 3.

Staff Responsible for Monitoring: Executive Director Special Services

Funding Sources: Time for training IDEA-B, \$3,000

Formative Reviews

October

January

March

May

Performance Objective 2

ECISD will improve their Special Education Student RDA score in the area SPED STAAR passing rate of 3-8 grade students in Reading from determination level 3 to determination level 2 by the end of the 2026-27 school year.

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%, 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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Source: 2026 RDA Report

Strategy 1 Results Driven Accountability

ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Reading

Strategy's Expected Result/Impact: Improve RDA rating from a 3 to a 2.

Staff Responsible for Monitoring: Executive Director Special Services

Formative Reviews

October

January

March

May

Strategy 2 Equity Plan

ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Reading.

Strategy's Expected Result/Impact: Improve RDA rating from a 3 to a 2.

Staff Responsible for Monitoring: Executive Director Special Services

Formative Reviews

October

January

March

May

Performance Objective 3

Increase the % of EB students to progress 1 or more proficiency levels on TELPAS from 28% to 32% by May 2027.

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

Evaluation Data Source: 24-25 ODS TELPAS Growth- In 24-25, 71.13% of EB students did not progress 1 or more Levels on TELPAS from 23-24.

Strategy 1 Results Driven Accountability

Campus support to assist with the implementation of the New ELPS K-12, which includes Content Based Language Instruction (CBLI) methodology through professional learning.

Strategy's Expected Result/Impact: Increased Language Proficiency for EB students

Staff Responsible for Monitoring: Bilingual/ESL/Migrant Executive Director

Funding Sources: Title Three Bilingual/ ESL, \$25,000

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

Accelerate English language development for emergent bilingual students through the use of Summit K12. Summer learning opportunities for targeted emergent bilingual groups and grade levels.

Strategy's Expected Result/Impact: Improved TELPAS Proficiency Ratings

Staff Responsible for Monitoring: Bilingual/ESL/Migrant Executive Director

Funding Sources: State Comp Ed, \$312,000, Title Three Bilingual/ ESL, \$15,000

Formative Reviews

October

January

March

May

Strategy 3 Results Driven Accountability

Support the implementation of the English language development curriculum adopted for PK-5

grades.

Strategy's Expected Result/Impact: Improved TELPAS Proficiency

Staff Responsible for Monitoring: Bilingual/ESL/Migrant Executive Director

Funding Sources: Title Three Bilingual/ ESL, \$300,000

Formative Reviews

October

January

March


May

Performance Objective 4

Decrease the gap in STAAR performance from 15% to 11% difference between EB and never EB students for all grade levels all subjects by May 2027.

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: 24-25 TAPR - Current EB students performed at 23% meets for all grades all subjects, compared to 38% never EB, showing a gap of 15% in performance.

Strategy 1  **Results Driven Accountability**

Create a system to track and monitor the academic performance of EB students at the district, campus, and teacher level.

Strategy's Expected Result/Impact: Increase academic growth for EB students.

Staff Responsible for Monitoring: Bilingual/ESL/Migrant Executive Director

Formative Reviews

October

January

March

May

Performance Objective 5

Increase participation rates to 99% at all campuses and ensure all student demographic groups maintain at least 95% participation in alignment with state and federal accountability requirements by May 2027.

Indicators of Success: Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Source: TIDE

Strategy 1

Identify campuses and student groups with participation rates below the district average and implement targeted intervention plans prior to and during testing windows. Require campuses to monitor participation daily, track absent or non-tested students, and develop immediate follow-up plans for make-up testing opportunities.

Strategy's Expected Result/Impact: Improved student participation rates and increased campus accountability during state assessment windows. By identifying campuses and student groups performing below the district average and implementing targeted intervention plans, campuses can proactively address barriers to student participation before testing deadlines are reached. Daily monitoring of participation rates and immediate follow-up for absent or non-tested students will support timely make-up testing opportunities and reduce the number of untested students. Ultimately, this strategy is expected to strengthen compliance with state participation requirements, improve overall testing completion rates, and support more accurate accountability outcomes for the district.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 2

Develop training and communication materials clarifying that the goal is not simply meeting the 95% accountability threshold, but assessing all eligible students as required by Texas state law. Trainings should emphasize the academic and accountability consequences of non-participation, including impacts on student outcomes, HB 1416 intervention requirements, accountability calculations, and potential graduation implications for EOC students. Reinforcing the importance of testing all students will help correct misconceptions at the campus level.

Strategy's Expected Result/Impact: Increased campus understanding of state testing expectations and improved participation rates across all student groups. Clarifying that the expectation is to assess all eligible students--not simply meet the 95% accountability threshold--will help correct misconceptions and strengthen compliance with Texas state testing requirements. Emphasizing the academic and accountability consequences of non-participation, including impacts on student outcomes, HB 1416 intervention requirements, accountability calculations, and graduation eligibility for EOC students, reinforces the importance of proactive participation efforts at the campus level. Ultimately, this strategy is expected to improve testing completion rates, reduce avoidable non-participation, and support more accurate accountability outcomes for the district and campuses.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 3

Require campuses to establish clear communication plans for parents, counselors, attendance

staff, and administrators regarding testing participation expectations and make-up opportunities. Campuses should proactively contact families of absent students during testing windows and coordinate recovery plans for students who miss testing due to illness, scheduling conflicts, or mobility. Improved communication and recovery procedures will help ensure all demographic groups meet participation expectations.

Strategy's Expected Result/Impact: Improved testing participation rates and stronger coordination between campuses, families, and support staff during state assessment windows. Establishing clear communication plans and proactively contacting families of absent students will help campuses quickly address barriers to testing participation and increase awareness of make-up opportunities. Coordinated recovery plans for students affected by illness, scheduling conflicts, or mobility issues will reduce the number of untested students and support timely completion of assessments. Ultimately, this strategy is expected to improve participation across all demographic groups, strengthen compliance with state testing requirements, and support more accurate accountability outcomes for campuses and the district.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Performance Objective 6

Decrease the percentage of accommodations and eligibility testing errors from 25% to 15% of total irregularities reported in 25-26 by May 2027.

Indicators of Success: Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Source: Irregularity Tracker

Strategy 1

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

Strategy's Expected Result/Impact: Improved compliance, accuracy, and timeliness of student accommodation documentation across assessment platforms. Clearly communicating expectations and deadlines for saving plans in systems such as SameGoal, TestHound, and Cambium will help ensure accommodations are properly documented and uploaded prior to testing windows. Establishing consistent procedures across departments and campuses reduces the likelihood of missed accommodations, eligibility errors, and last-minute corrections. Ultimately, this strategy supports smoother testing operations, improved student support during assessments, and a reduction in accommodation-related testing irregularities.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

Strategy 2

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

Strategy's Expected Result/Impact: Improved coordination and consistency in serving Emergent Bilingual students who receive support through both MTSS and LPAC programs. Establishing clear procedures between departments will help ensure accommodations and designated supports are accurately documented, communicated, and implemented during state assessments. Increased collaboration will reduce confusion regarding student eligibility and accommodations responsibilities, minimizing the risk of accommodation-related irregularities. Ultimately, this strategy supports compliance with state assessment requirements while ensuring Emergent Bilingual students receive appropriate supports during testing.

Formative Reviews

October

January

March

May

Performance Objective 7

ECISD will improve their Special Education Student RDA score in the area SPED STAAR passing rate of 3-8 grade students in Science from determination level 3 to determination level 2 by the end of the 2026-27 school year.

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%

Evaluation Data Source: 2026 RDA Reports

Strategy 1 Results Driven Accountability

ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Science.

Strategy's Expected Result/Impact: Improve RDA Rating from a 3 to a 2 in student achievement

Staff Responsible for Monitoring: Special Services Department Academic Supervisors

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Science.

Strategy's Expected Result/Impact: To improve RDA rating in the area of Science from a rating of 3 to 2.

Staff Responsible for Monitoring: Special Services Department Academic Supervisors

Formative Reviews

October

January

March

May

Performance Objective 8

ECISD will improve their Special Education Student RDA score in the area SPED STAAR passing rate of 3-8 grade students in Math from determination level 3 to determination level 2 by the end of the 2026-27 school year.

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

Evaluation Data Source: 2026 RDA Reports

Strategy 1 Results Driven Accountability

ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Math.

Strategy's Expected Result/Impact: To improve RDA rating in the area of Math from a rating of 3 to 2.

Staff Responsible for Monitoring: Special Services Department Academic Supervisors

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Math.

Strategy's Expected Result/Impact: To improve RDA rating in the area of Math from a rating of 3 to 2.

Staff Responsible for Monitoring: Special Services Department Academic Supervisors

Formative Reviews

October

January

March

May

Performance Objective 9

Decrease RTI/MTSS-related testing accommodation irregularities from 40% to 15% of all accommodation-related testing irregularities for students receiving RTI/MTSS supports by May 2027.

Evaluation Data Source: Testhound data errors, campus feedback, FOCUS fidelity checks

Strategy 1

Purchase and implement the SameGOAL platform for testing accommodation management and provide ongoing training and support for campus administrators, MTSS teams, and testing personnel to improve documentation accuracy, compliance monitoring, and consistency in accommodation decision-making processes. Develop and implement district protocols for RTI/MTSS accommodations that align with TEA regulations, including guidance on eligibility, routine use, documentation requirements, and data-driven decision-making practices.

Strategy's Expected Result/Impact: Improved districtwide consistency, compliance, and accuracy in testing accommodation decisions through stronger documentation, monitoring, and alignment with TEA requirements. Campus teams will strengthen data-driven decision-making practices within the RTI/MTSS process, reducing compliance concerns and improving support for students receiving accommodations.

Staff Responsible for Monitoring: Director of Accountability

Funding Sources: SameGoal for MTSS IDEA-B, \$15,000

Formative Reviews

October

January

March

May

Strategy 2

Train CTCs and campus administrators on appropriate MTSS accommodation practices within SameGOAL, including TEA compliance requirements, documentation expectations, routine use criteria, and accurate accommodation management procedures.

Strategy's Expected Result/Impact: Increased campus understanding and implementation of appropriate MTSS accommodation practices, resulting in improved TEA compliance, stronger documentation, and more accurate accommodation decision-making processes within SameGOAL.

Staff Responsible for Monitoring: Director of Accountability

Formative Reviews

October

January

March

May

Strategy 3

Develop and distribute comprehensive resources, guidance documents, and step-by-step how-to materials for all staff and personnel to ensure consistent understanding and implementation of MTSS accommodation practices, SameGOAL procedures, and TEA compliance requirements. Materials will include accommodation eligibility guidance, documentation expectations, workflow procedures, and best practices for data-driven decision-making.

Strategy's Expected Result/Impact: Increased staff consistency and confidence in implementing MTSS accommodation practices through clear guidance, standardized procedures, and accessible training materials aligned to SMARTGOAL processes and TEA compliance requirements.

Staff Responsible for Monitoring: Director of Accountability

Formative Reviews

October

January

March

May

Performance Objective 10

Increase the fidelity of campus MTSS Academic plans from 32% to 50% during the 2026-2027 school year by ensuring MTSS Academic plans consistently include and implement all five steps of the Data-Based Decision-Making (DBDM) process.

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: FOCUS MTSS Intervention Data

Strategy 1

Provide MTSS Academic training sessions during New Teacher Orientation and Teacher University to build foundational understanding of MTSS processes, intervention expectations, and data-driven instructional practices.

Meet monthly (9 times annually) with MTSS Campus Leads to review academic and behavior data, reinforce FOCUS documentation practices, monitor implementation fidelity, and share intervention strategies aligned with district expectations and compliance requirements.

Offer four after-school MTSS-A professional learning sessions focused on intervention planning, progress monitoring, SMART goal development, effective implementation of the 5-step Data-Based Decision-Making (DBDM) process, and best practices for documenting interventions and student supports in FOCUS.

Strategy's Expected Result/Impact: Increased districtwide understanding and implementation of MTSS Academic practices through ongoing professional learning, campus collaboration, and targeted support. Campus staff will strengthen intervention planning, progress monitoring, FOCUS documentation, and data-driven decision-making practices, resulting in improved implementation fidelity and more consistent support for student academic and behavioral needs.

Staff Responsible for Monitoring: Coordinator of MTSS Academics

Funding Sources: FOCUS MTSS MODULE, TITLE FUNDS - MTSS A Coordinator Position State Comp Ed, \$123,000

Formative Reviews

October

January

March

May

Strategy 2

The MTSS Academic Coordinator will monitor and track MTSS Academic plan implementation and fidelity across all campuses on a monthly basis. The coordinator will provide campuses with individualized feedback, data analysis, compliance findings, and targeted support to strengthen implementation of the 5-step Data-Based Decision-Making (DBDM) process, improve intervention quality, and ensure alignment with district MTSS expectations and documentation requirements.

Strategy's Expected Result/Impact: Increased MTSS implementation fidelity and consistency across campuses through ongoing monitoring, feedback, and targeted support. Campuses will strengthen intervention quality, data-driven decision-making practices, and compliance with district MTSS documentation and implementation expectations.

Staff Responsible for Monitoring: MTSS Academic Coordinator

Funding Sources: FOCUS MTSS MODULE, TITLE FUNDS - MTSS A Coordinator Position State Comp Ed, \$123,000

Formative Reviews

October

January

March

May

Strategy 3

Provide updated MTSS criteria, tiering guidance, and implementation supports to campuses to strengthen consistency in student identification, intervention planning, and service delivery. Ongoing individualized campus support will be provided as needed to assist with MTSS processes, problem-solving practices, intervention implementation, progress monitoring, and alignment with district expectations and compliance requirements.

Strategy's Expected Result/Impact: Increased consistency and effectiveness in MTSS implementation across campuses through clearer tiering guidance, strengthened intervention planning, and ongoing targeted support. Campuses will improve student identification practices, progress monitoring, problem-solving processes, and alignment with district MTSS expectations and compliance requirements.

Staff Responsible for Monitoring: MTSS Academic Coordinator

Formative Reviews

October

January

March

May

Performance Objective 11

The percentage of students in grades 3-5 scoring at the Meets level on the Reading STAAR Interim will increase from 41% to 48%, the percentage of students in grades 3-5 scoring at the Meets level on the Math STAAR Interim will increase from 32% to 40%, and the percentage of 5th grade students scoring at the Meets level on the Science STAAR Interim will increase from 25% to 35% by January 2027.

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%

Evaluation Data Source: STAAR Interim

Strategy 1 Results Driven Accountability

Campus leaders will implement and monitor weekly instructional leadership systems by calendaring and conducting protected lesson plan reviews, classroom walkthroughs, and coaching cycles focused on TEKS alignment, rigor, checks for understanding, and aggressive monitoring in instruction for grades 3-5. Administrators will provide actionable feedback with follow-up monitoring to ensure implementation fidelity.

Strategy's Expected Result/Impact: Student performance at meets in RLA and Math will Improve

Staff Responsible for Monitoring: Executive Directors of Leadership

Formative Reviews

October

January

March

May

Strategy 2

Campus leadership teams will facilitate data-driven instruction (DDI) meetings with grades 3-5 teachers to analyze STAAR Interim, checkpoint, iReady, and formative assessment data, identify priority TEKS and student misconceptions, develop targeted reteach plans, and monitor reassessment results to ensure instructional adjustments result in improved student mastery.

Strategy's Expected Result/Impact: Student performance at meets in RLA and Math will Improve

Staff Responsible for Monitoring: Executive Directors of Leadership

Formative Reviews

October

January

March

May

Strategy 3

Principals will establish a campus-wide system for monitoring Tier 1 instruction and intervention effectiveness by conducting regular PLC observations, reviewing annotated lesson plans, tracking student progress toward Meets performance goals, and ensuring small-group intervention and enrichment are aligned to current student data and priority reading standards.

Strategy's Expected Result/Impact: Student performance at meets in RLA and Math will Improve

Staff Responsible for Monitoring: Executive Directors of Leadership

Funding Sources: Darryl Williams / Get Better Faster Title Two Professional Development, \$149,000

Formative Reviews

October

January

March

May

Strategy 4

ECISD will provide a two day Leadership University to provide campus and district leaders with tools and strategies to impact teacher and student performance.

Strategy's Expected Result/Impact: Campus and district instructional leaders will positively impact student outcomes through effective training and monitoring.

Staff Responsible for Monitoring: Executive Directors of Leadership, Executive Director of Talent Development

Funding Sources: Guest Presenter Funds Title Two Professional Development,

Formative Reviews

October

January


March

May

Performance Objective 12  **High Priority**

By May 2027, Ector County ISD will increase literacy achievement and intervention effectiveness for students identified with dyslexia by ensuring that at least 80% of students receiving dyslexia services demonstrate measurable growth on district reading assessments and progress monitoring measures, while maintaining 100% compliance with state dyslexia screening, identification, and service requirements.

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. 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  **Results Driven Accountability**

ECISD Special Services Department will provide training to 100% of dyslexia instructional and intervention staff will complete annual professional development in structured literacy and dyslexia support practices.

Strategy's Expected Result/Impact: Improve district overall Reading RDA Score from 3 to a 2.

Staff Responsible for Monitoring: Executive Director of Special Services

Funding Sources: Training time IDEA-B,


Formative Reviews

October

January

March

May

Strategy 2  **Results Driven Accountability**

ECISD Special Services Department will conduct campus fidelity checks will show at least 100% implementation of required dyslexia intervention components with the Take Flight Dyslexia Resource.

Strategy's Expected Result/Impact: Improve district overall Reading RDA Score from 3 to a 2.

Staff Responsible for Monitoring: Executive Director of Special Services

Funding Sources: IDEA-B,

Formative Reviews

October

January

March

May

Performance Objective 13

The percentage of students achieving or exceeding the meets standard on STAAR grades 3 through EOC will increase from 38% to 41% by May 2027 across all tested content areas.

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%, 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 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%

Evaluation Data Source: STAAR Results & Interim Data

Strategy 1 Results Driven Accountability

The Academics team will Provide and maintain access to district-approved, TEKS-aligned high-quality instructional materials, instructional platforms, digital resources, and assessment-aligned tools through EduHub; provide teacher and leader training on effective implementation, planning, instructional use, progress monitoring, and alignment to STAAR/EOC expectations across all tested content areas.

Strategy's Expected Result/Impact: All teachers will have access to and training on how to implement HQIM for primary Tier 1 and supplemental instruction.

Staff Responsible for Monitoring: Academics Team

Funding Sources: Vernier - PD Title One Instructional Continuity, \$30,000, Discovery ED Techbook State Comp Ed, \$28,000, Saxon Phonics New and Refill Title One Instructional Continuity, \$351,369, Vernier Title One Instructional Continuity, \$321,750, Phonics Pilot - Magnetic and Mosaic Title One Instructional Continuity, \$150,000, DBQ Online State Comp Ed, \$25,200, Exploros - SS PD Title One School- Improvement, \$2,500, Exploros - SS Title One School- Improvement, \$87,579, Curriculum Associates - iReady Platform State Comp Ed, \$10,818,685, Curriculum Associates - iReady Platform and Training State Comp Ed, \$103,200, Discovery Ed Experience Title One Instructional Continuity, \$72,376, Lonestar Title One Instructional Continuity, \$186,950

Formative Reviews

October

January

March

May

Strategy 2

Elementary RLA will provide recurring professional development, coaching, and PLC support on foundational literacy, comprehension, vocabulary, writing, text evidence, rubric calibration, small-group instruction, and data-informed reteach/intervention to strengthen Tier I RLA instruction and increase STAAR performance.

Strategy's Expected Result/Impact: Improve literacy and STAAR results

Staff Responsible for Monitoring: Elementary RLA Coordinator & Elementary Academics Director

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 3

Elementary Math will provide recurring professional development, coaching, and PLC support on Tier I math instruction, problem solving, math discourse, high-priority TEKS, conceptual understanding, fluency, and data-informed reteach/intervention to strengthen elementary math instruction and increase STAAR performance.

Strategy's Expected Result/Impact: Improve student math fluency, fill gaps, and improve STAAR Results

Staff Responsible for Monitoring: Elementary Math Coordinator & Elementary Academics Director

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 4

Elementary Science will provide recurring professional development, coaching, and PLC support on science TEKS, academic vocabulary, process standards, hands-on investigations, science discourse, lab/investigation evidence, and data-informed reteach/intervention to strengthen Tier I science instruction and increase STAAR performance.

Strategy's Expected Result/Impact: Improve student thinking and Science STAAR Results

Staff Responsible for Monitoring: Elementary Science/Social Studies Coordinator & Elementary Academics Director

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 5

Elementary Social Studies will provide recurring professional development, coaching, and PLC support on social studies TEKS, academic vocabulary, inquiry, source analysis, civic understanding, discussion, literacy integration, writing, and background knowledge development to strengthen Tier I social studies instruction and support STAAR readiness.

Strategy's Expected Result/Impact: Build a foundational understanding of Social Studies and how it builds to the 8th grade (Middle School) test. Improve STAAR Social Studies Results

Staff Responsible for Monitoring: Elementary Science/Social Studies Coordinator & Elementary Academics Director

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 6

Secondary Science will provide recurring professional development, coaching, and PLC support on secondary science TEKS, academic vocabulary, lab investigations, process standards, Biology readiness, student work analysis, and data-informed reteach/intervention to strengthen secondary science instruction and increase STAAR/EOC performance.

Strategy's Expected Result/Impact: Improve student's STAAR/EOC performance

Staff Responsible for Monitoring: Secondary Science Coordinator and Secondary Director of Academics

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 7

Secondary Social Studies will provide recurring professional development, coaching, and PLC support on social studies TEKS, source analysis, academic vocabulary, historical inquiry, civic understanding, writing, student work analysis, and assessment-aligned reteach/intervention to strengthen secondary social studies instruction and increase STAAR/EOC performance.

Strategy's Expected Result/Impact: Build student's critical thinking skills and social studies foundation to improve student's STAAR/EOC performance

Staff Responsible for Monitoring: Secondary Social Studies Coordinator and Secondary Director of Academics

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 8

Secondary Math will provide recurring professional development, coaching, and PLC support on Tier I math instruction, Algebra readiness, problem solving, math discourse, high-priority TEKS, vertical alignment from grades 6-8 to Algebra I, and data-informed reteach/intervention to increase STAAR/EOC performance.

Strategy's Expected Result/Impact: Improve students' Math STAAR/EOC performance

Staff Responsible for Monitoring: Secondary Math Coordinator and Secondary Director of Academics

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 9

Secondary RLA will provide recurring professional development, coaching, and PLC support on reading comprehension, vocabulary, writing, text evidence, rubric calibration, small-group differentiation, student work analysis, and data-informed reteach/intervention to strengthen Tier I RLA instruction and increase STAAR/EOC performance.

Strategy's Expected Result/Impact: Improve students' RLA STAAR/EOC performance

Staff Responsible for Monitoring: Secondary RLA Coordinator and Secondary Director of Academics

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 10

LOTE will provide recurring professional development, coaching, and PLC support on language acquisition, interpretive/interpersonal/presentational communication, academic vocabulary, cultural connections, proficiency-based instruction, and assessment alignment to strengthen LOTE instruction and support overall literacy and academic achievement.

Strategy's Expected Result/Impact: Strengthen student's foreign L2 and support overall L1 literacy to increase students' STAAR/EOC performance

Staff Responsible for Monitoring: Languages Other Than English Coordinator and Secondary Director of Academics

Funding Sources: Coordinator Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 11

Advanced Academic Services will provide recurring professional development and PLC support on TEKS-embedded GT differentiation, depth and complexity, advanced questioning, curriculum compacting, extension, student products, and talent development to ensure GT services are embedded within core instruction and support higher levels of student achievement.

Strategy's Expected Result/Impact: Strengthen classroom support for GT students to increase overall STAAR/EOC performance.

Formative Reviews

October

January

March

May

Strategy 12

The Academics team will embed all 15 WICOR strategies into ECISD curriculum documents, PLC protocols, professional development, and walkthrough tools to support consistent implementation across PreK-12 classrooms.

Strategy's Expected Result/Impact:
Improve classroom instruction and student outcomes on STAAR/EOC

Staff Responsible for Monitoring: Elementary and Secondary Academics Directors

Formative Reviews

October

January

March

May

Strategy 13

The Academics and AVID team will use PLCs, targeted professional development, coaching, and walkthrough feedback to strengthen teacher understanding and implementation fidelity of the AVID WICOR instructional framework.

Strategy's Expected Result/Impact:

Improve classroom instruction and student outcomes on STAAR/EOC

Staff Responsible for Monitoring: AVID/AAS Director and Elementary and Secondary Academics Directors

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 14

The AVID team will conduct AVID/WICOR walkthroughs, track implementation of all 15 WICOR strategies, and use implementation evidence to provide feedback, training recommendations, and targeted support for campuses.

Strategy's Expected Result/Impact:

Improve classroom instruction and student outcomes on STAAR/EOC.

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 15

The AVID team will continue the PMOC process to monitor WICOR implementation progress, review evidence of fidelity, identify barriers, and determine next steps for districtwide instructional alignment.

Strategy's Expected Result/Impact:

Improve classroom instruction and student outcomes on STAAR/EOC

Staff Responsible for Monitoring: AVID/AAS Director and Executive Director of Academics

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 16

Academics and Talent development, in collaboration with district departments, will design and deliver coordinated professional development that addresses multiple instructional priorities, including curriculum implementation, differentiated support, classroom instructional practices, assessment alignment, PLC/data-to-action processes, and student access needs, to strengthen consistent classroom instruction across PK-12.

Strategy's Expected Result/Impact:

Improve classroom instruction and student outcomes on STAAR/EOC

Staff Responsible for Monitoring: Executive Director of Academics and Executive Director of Talent Development

Funding Sources: Teacher University Title Two Professional Development,

Formative Reviews

October

January

March

May

Performance Objective 14

Increase proficiency of campus leaders in Domain III from an unknown percentage to 80% by May 2027.

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: Domain III proficiency measure, increased domain III Accountability scores, fewer schools in school improvement

Strategy 1

Provide Domain III Data Tour

Strategy's Expected Result/Impact: Increased proficiency in Domain III

Staff Responsible for Monitoring: Executive Director of Accountability

Formative Reviews

October

January

March

May

Strategy 2

Offer targeted Domain III data assistance to school improvement campuses after each checkpoint and interim assessment.

Strategy's Expected Result/Impact: Increased proficiency in Domain III

Improved academic intervention services to special populations and students at risk

Staff Responsible for Monitoring: Executive Director of Accountability

Formative Reviews

October

January

March

May

Strategy 3

Offer accountability certification pathway through the Texas Center for School Accountability (6 half day trainings by Dr. Allison Matney).

Strategy's Expected Result/Impact: Increased proficiency in Domain III
Improved monitoring of compliance factors (such as PEIMS) relevant to domain III

Staff Responsible for Monitoring: Executive Director of Accountability

Formative Reviews

October

January

March

May

Strategy 4

Develop and administer a proficiency measure for Domain III to determine the understanding of campus administrators of Domain III for accountability.

Strategy's Expected Result/Impact: Ability to measure impact of Strategies 1-3

Staff Responsible for Monitoring: Executive Director of Accountability

Formative Reviews

October

January

March

May

Performance Objective 15

The percentage of PK-12 PLCs conducted with fidelity will increase from an inconsistent baseline to 80% by May 2027.

Indicators of Success: Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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%

Evaluation Data Source: Eduphoria Checkpoint data (1A-3B); PLC artifacts and data analysis protocols; campus PLC documentation; walkthrough evidence

Strategy 1

The Academics team will embed PLC training into all Academic professional development and support campus leaders and instructional coaches in using common PLC protocols for data analysis, instructional planning, reteach, and progress monitoring.

Strategy's Expected Result/Impact: Improve classroom instruction and student outcomes

Staff Responsible for Monitoring: Executive Director of Academics

Formative Reviews

October

January

March

May

Strategy 2

The Academics team will review and analyze PLC implementation evidence, including data analysis, instructional response, progress monitoring, and alignment to checkpoints, interim assessments, common formative assessments, and curriculum implementation, to determine campus-specific support needs.

Strategy's Expected Result/Impact: Improve classroom instruction and student outcomes

Staff Responsible for Monitoring: Executive Director of Academics

Formative Reviews

October

January

March

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

Increase the percentage of students successfully completing assigned HB 1416 Reading intervention hours from 11% (313 out of 2,926 students) to 75% for students assigned HB 1416 Reading accelerated instruction by May 2027 through the implementation of the IXL Reading platform and improved intervention monitoring practices.

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: IXL Data, Coding Data (FOCUS), STAAR Data

Strategy 1

Purchase and implement the IXL Reading platform exclusively for students identified for HB 1416 accelerated instruction to improve ease of use, increase student engagement and accessibility, strengthen intervention participation rates, and enhance the accuracy and efficiency of intervention tracking, progress monitoring, and compliance reporting.

Strategy's Expected Result/Impact: Students assigned HB 1416 Reading accelerated instruction will complete their assigned hours by the TEA-designated time.

Staff Responsible for Monitoring: Director of Accountability

Funding Sources: Title 1 Funds: IXL Title One School- Improvement, \$100,000

Formative Reviews

October

January

March

May

Strategy 2

Meet with principals twice per semester to provide training, updates, and guidance related to HB 1416 processes, protocols, compliance requirements, and intervention procedures.

Strategy's Expected Result/Impact: Increased campus understanding and compliance with HB 1416 requirements through ongoing principal training, guidance, and communication. Campuses will strengthen implementation of intervention procedures, documentation practices, and compliance processes aligned with district and TEA expectations.

Staff Responsible for Monitoring: Director of Accountability

Formative Reviews

October

January

March

May

Performance Objective 2

Increase the percentage of ECISD students meeting kindergarten readiness benchmarks from 51.5% to 56% by May 2027 by expanding consistent access to and participation in high-quality Pre-K programs and ensuring strong instructional practices across all ECISD Pre-K classrooms.

Indicators of Success: Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Strategy 1

The Early Childhood Education team will align Pre-K Guidelines, Frog Street, Age of Learning, CLI, Pre-K Checkpoints, kindergarten readiness expectations, and district-approved HQIM in EduHub while providing targeted professional development and coaching on oral language, early literacy, early math, centers, small-group instruction, and social-emotional development.

Strategy's Expected Result/Impact: Provide aligned curriculum documents for all Pre-K teachers to ensure a strong start for all students.

Staff Responsible for Monitoring: Early Childhood Education Coordinator and Elementary Academics Director

Funding Sources: AOL - My Math & My Reading Academy Title One Instructional Continuity, \$136,224 , AOL - My Math & My Reading Academy - PD Title One Instructional Continuity, \$5,000

Formative Reviews

October

January

March

May

Strategy 2

The Early Childhood Education team will digitize Pre-K report cards into Pre-K Checkpoints and strengthen Pre-K PLCs by using checkpoint and progress-monitoring data to plan reteach, enrichment, small-group instruction, and family communication.

Strategy's Expected Result/Impact: Improve Kindergarten Readiness outcomes by providing relevant and timely data to campuses.

Staff Responsible for Monitoring: Early Childhood Education Coordinator and Elementary Academics Director

Formative Reviews

October

January

March

May

Strategy 3

The Early Childhood Education team will monitor HQPK requirements, coaching supports, partnership alignment, and family engagement efforts while engaging community partners and families through outreach events and informational sessions to increase awareness of and participation in ECISD Pre-K programs.

Strategy's Expected Result/Impact: Improve Kindergarten Readiness by ensuring High Quality Pre-K for all students.

Staff Responsible for Monitoring: Early Childhood Education Coordinator and Elementary Academics Director

Formative Reviews

October

January

March

May

Performance Objective 3

The percentage of 3rd-grade students reading on or above grade level will increase from 34% to 36% by May 2027

Indicators of Success: Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Checkpoints, STAAR Interim, and STAAR Performance

Strategy 1

Elementary Social Studies, with support from Elementary RLA, will embed literacy practices, including background knowledge building, academic vocabulary, comprehension routines, text/source analysis, discussion, and writing, into TEKS-aligned Social Studies instruction and checkpoints to support 3rd-grade reading proficiency.

Strategy's Expected Result/Impact: Build student literacy through multiple lenses and improve student outcomes on STAAR.

Staff Responsible for Monitoring: Elementary Social Studies/Science Coordinator, Elementary RLA Coordinator, and Elementary Academics Director

Formative Reviews

October

January

March

May

Strategy 2

The Elementary RLA team will embed Bookworms into classroom curriculum and checkpoints to strengthen foundational literacy, comprehension, vocabulary, and text-based reading skills aligned to 3rd-grade reading proficiency expectations.

Strategy's Expected Result/Impact: Improve reading comprehension, and student outcomes on STAAR.

Staff Responsible for Monitoring: Elementary RLA Coordinator and Elementary Academics Director

Formative Reviews

October

January

March

May

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

96% of TPRS seniors will meet CCMR graduation requirements.

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 Reporting

Strategy 1

Conduct monthly meetings at Odessa College to promote a college culture and postsecondary opportunities for parents and TPRS students with a goal of 60% attendance improving CCMR outcomes.

Strategy's Expected Result/Impact: 96% of TPRS students will complete CCMR requirements
85% of TPRS student would enroll in college after graduations
TPRS students and families would feel connected and supported by Odessa College

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 2

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

Formative Reviews

October

January

March

May

Strategy 3

TPRS counselor with staff will monitor all TPRS students progress toward obtaining CCMR

quarterly.

Staff Responsible for Monitoring: TPRS Coordinator

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 4

TPRS staff will provide individual support to ensure all students complete FAFSA/TASFA and Apply Texas.

Formative Reviews

October

January

March

May

Performance Objective 2 High Priority HB3 Board Goal

Increase CTE Completers from 47% to 50% for the 2028 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: Perkins V 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: This initiative is expected to increase student and parent awareness of CTE Programs of Study, leading to more informed course selection and increased pathway enrollment. Early exposure to career pathways and CCMR benefits will help strengthen student engagement, program completion, and postsecondary readiness.

Staff Responsible for Monitoring: Ex. Dir. CTE

Formative Reviews

October

January

March

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: This initiative is expected to increase CTE program completion rates by improving course scheduling, advising, and student pathway monitoring toward CCMR readiness

Staff Responsible for Monitoring: Ex. Dir. CTE

Formative Reviews

October

January

March

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: This initiative is expected to improve CTE completion rates by identifying at-risk students early and providing timely interventions and support.

Staff Responsible for Monitoring: Ex. Dir. CTE

Formative Reviews

October

January

March

May

Performance Objective 3 High Priority HB3 Board Goal

Increase IBC and Level 1 certificate attainment from 59% to 64% 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%

Evaluation Data Source: Perkins V Indicator Report

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: This initiative is expected to increase student attainment of industry-based certifications by aligning IBCs to CTE pathways, workforce needs, and high-demand career opportunities.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Strategy 2

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: This initiative is expected to strengthen teacher capacity to support IBC attainment through improved instructional alignment, resources, and certification preparation practices.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Strategy 3

Provide Certification Preparation and Testing Opportunities During and during alternative times during the school day: Embed IBC preparation into course curriculum and provide additional resources such practice exams and tutoring. Ensure testing opportunities are accessible and scheduled to meet student needs across all campuses.

Strategy's Expected Result/Impact: This initiative is expected to increase student success on industry-based certifications by expanding access to preparation resources, tutoring, and flexible testing opportunities across campuses.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Performance Objective 4 High Priority HB3 Board Goal

Increase CCMR earned through dual credit from 53% to 60% 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: CCMR Data - TX Schools

Strategy 1

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

Strategy's Expected Result/Impact: This initiative is expected to increase Dual Credit enrollment and postsecondary credential attainment through targeted advising and intentional course pathway planning.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: This initiative is expected to increase student and family awareness of Dual Credit opportunities, leading to higher enrollment, participation, and postsecondary readiness.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Strategy 3

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

Strategy's Expected Result/Impact: This initiative is expected to increase Dual Credit participation and completion by reducing financial, academic, and scheduling barriers for students.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Strategy 4

Utilize co-enrollment course opportunities for students who have not met TSIA requirements

Strategy's Expected Result/Impact: This initiative is expected to expand access to Dual Credit opportunities by supporting students who have not yet met TSIA requirements through co-enrollment pathways and targeted academic supports.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Performance Objective 5 High Priority HB3 Board Goal

Increase JROTC projected enrollment from 2.1% of eligible high school students to 3.1% by May 2027.

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: Local Data

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: This initiative is expected to increase student leadership, school engagement, and community awareness of JROTC programs through expanded visibility and participation in school and community events.

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: This initiative is expected to increase student participation in JROTC by highlighting scholarship opportunities, career readiness skills, and pathways to advancement in both military and civilian careers

Staff Responsible for Monitoring: CCMR Director

Formative Reviews

October

January

March

May

Performance Objective 6

The percentage of AVID seniors earning at least one CCMR indicator will be maintained at 95% or higher by May 2027.

Indicators of Success: College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Source: AVID CCMR Progress Tracker data

Strategy 1

The AVID team will maintain and monitor the CCMR Progress Tracker for AVID seniors to identify student progress toward CCMR indicators and ensure timely follow-up for students at risk of not meeting a CCMR indicator.

Strategy's Expected Result/Impact: Maintain the current percentage of AVID students achieving their CCMR indicator

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 2

The AVID team will implement CCMR progress tracking for AVID juniors to identify readiness gaps earlier and support proactive planning before students enter their senior year.

Strategy's Expected Result/Impact: Ensure junior AVID students enter their senior year with their CCMR indicator.

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 3

The AVID team will require campus AVID Site Teams to review CCMR progress during each Site Team meeting and document interventions for students who are at risk of not earning a CCMR indicator.

Strategy's Expected Result/Impact: Ensure students have the support needed to achieve their CCMR Indicator

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Performance Objective 7

The percentage of AVID campuses achieving or maintaining AVID certification will increase from 85% to 90% by May 2027.

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: AVID Center Certification reports

Strategy 1

The AVID team will conduct quarterly scheduled check-ins with campus AVID Coordinators to review CCI and SIT evidence, identify certification gaps, and provide targeted support throughout the school year.

Strategy's Expected Result/Impact: AVID best practices will support students in achieving CCMR goals.

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 2

The AVID team will monitor campus progress toward AVID certification requirements and provide coaching, resources, and follow-up support to strengthen implementation of AVID systems, Site Team expectations, and elective practices.

Strategy's Expected Result/Impact: AVID best practices will support students in achieving CCMR goals.

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: Planners State Comp Ed,

Formative Reviews

October

January

March

May

Performance Objective 8

The percentage of students earning a qualifying score on AP/IB exams will increase from 19% to 25% by May 2027.

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: AP Exam Data, AP Benchmark Data, IB Exam Data

Strategy 1

The Advanced Academics team will strengthen K-12 talent development and advanced coursework pathways by establishing aligned expectations, providing campus-specific support, and increasing equitable access to advanced learning opportunities.

Strategy's Expected Result/Impact: Improve AP/IB exam scores

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Funding Sources: AP CSP Supports State Grant, \$18,000

Formative Reviews

October

January

March

May

Strategy 2

The Advanced Academics team will provide targeted AP/IB readiness supports, including AP Boot Camp for single-semester courses, full-length spring benchmarks/practice exams, and individual student remediation plans based on performance data.

Strategy's Expected Result/Impact: Improve AP/IB Exam Scores

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Formative Reviews

October

January

March

May

Performance Objective 9

The percentage of students meeting both Evidence-Based Reading and Writing and Math benchmarks on the SAT will increase from 15% to 20% by May 2027.

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: SAT, PSAT 8/9, and PSAT NMSQT

Strategy 1

The Advanced Academics team will expand SAT Boot Camps across all high schools with targeted support in Evidence-Based Reading and Writing and Math, prioritizing campuses with historically lower SAT benchmark performance.

Strategy's Expected Result/Impact: Allow access to specific preparation for the SAT test and improve student outcomes on the assessment.

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Formative Reviews

October

January

March

May

Strategy 2

The Advanced Academics team will use PSAT score data to identify and target students who are within 10 points of meeting SAT benchmark scores for CCMR and provide targeted boot camp support to increase benchmark attainment.

Strategy's Expected Result/Impact: Improve student outcomes on the SAT test.

Staff Responsible for Monitoring: AVID/AAS Coordinator and AVID/AAS Director

Formative Reviews

October

January

March

May

Strategy 3

The Secondary Academics team will intentionally embed SAT-aligned problems into grades 6-12 curriculum units and checkpoints to provide ongoing exposure, practice, and support for the skills needed to meet SAT benchmarks.

Strategy's Expected Result/Impact: Improve outcomes on the SAT Test and other TSI exams (ACT, TSIA2)

Staff Responsible for Monitoring: Secondary Academics Coordinators and Secondary Director of Academics

Formative Reviews

October

January

March

May

Performance Objective 10

Counselors, College & Career Advisors, and CCMR Coordinators will provide grade-appropriate information to students and parents during Educational Planning sessions and guidance lessons regarding higher education admissions requirements, financial aid opportunities (including TEXAS Grant and Teach for Texas programs), informed curriculum choices, and available postsecondary planning resources.

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: Completed guidance lessons
Educational Planning outcomes
Access Platform utilization data

Strategy 1

Counselors, College & Career Advisors, and CCMR Coordinators will provide annual Educational Planning presentations for students in grades 6-12 and their families regarding college admissions requirements, financial aid opportunities (including the TEXAS Grant and Teach for Texas Grant programs), the importance of informed course selection, and available postsecondary planning resources. Information will be delivered through classroom guidance lessons, Educational Planning meetings, parent workshops, college and career events, campus websites, and individual advising sessions.

Strategy's Expected Result/Impact: Students and families will make informed academic and postsecondary planning decisions that support College, Career, and Military Readiness (CCMR).

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

Formative Reviews

October

January

March

May

Strategy 2

Counselors, College & Career Advisors, and CCMR Coordinators will provide students with access to college, career, and military readiness exploration resources through the ACCESS platform. Students will engage in career interest assessments, college and military exploration activities, labor market research, and postsecondary planning aligned to their individual goals and graduation pathways.

Strategy's Expected Result/Impact: Students will develop informed college, career, and military readiness plans aligned to their goals.

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

Formative Reviews

October

January

March

May

Strategy 3

Counselors, College & Career Advisors, and CCMR Coordinators will promote scholarship awareness and application opportunities for seniors. Students and families will have access to regularly updated local, regional, state, and national scholarship information, and staff will provide guidance and support to assist students with scholarship searches and application processes throughout the school year.

Strategy's Expected Result/Impact: Students and families will increase awareness of scholarship opportunities and financial resources for postsecondary education.

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

Formative Reviews

October

January

March

May

Board Goal 4 Classroom Excellence

Performance Objective 1

Increase the percentage of Certified teachers in ECISD classrooms by 2.5% by June 2027.

Evaluation Data Source: District Munis reports and HR Position Staff Reports

Strategy 1 Results Driven Accountability

Continue to monitor and evaluate current employee Individualized Certification Plans and implement Individualized Certification Plans for new hires to ensure information, accountability, and support in obtaining their teaching certification.

Strategy's Expected Result/Impact: Increase in the percentage of certified staff.

Staff Responsible for Monitoring: Exec Dir of HR and HR Directors

Formative Reviews

October

January

March

May

Performance Objective 2

Decrease the dropout rate from 46% to 40% for 9th graders by May 2027.

Evaluation Data Source: PEIMS dropout rate

Strategy 1

After each grading period, SAS Counselors will meet with 9th grade students who are at risk of dropping out using the following criteria: Failed 2 or more core academic courses, are considered chronically absent, or have 2 or more behavior referrals.

Strategy's Expected Result/Impact: Increased monitoring and intervention for at-risk 9th grade students to support improved academic performance, attendance, behavior, and overall student persistence toward graduation.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Funding Sources: SAS Counselors State Comp Ed,

Formative Reviews

October

January

March

May

Strategy 2

After each grading period, Middle School Counselors will meet with each student who failed 1 or more academic core classes and send a notification to parents.

Strategy's Expected Result/Impact: Early identification and intervention for middle school students experiencing academic difficulty, resulting in increased student support, improved course performance, stronger family communication, and reduced risk of future academic failure.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Strategy 3

Leverage Communities In Schools to provide targeted wraparound support, mentoring, and case management services for students identified as at risk of chronic absenteeism.

Strategy's Expected Result/Impact: Increased student engagement, addressing barriers to attendance, and fostering consistent school participation.

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

Funding Sources: State Comp Ed,

Formative Reviews

October

January

March

May

Performance Objective 3

Increase flu vaccination rates for students served through school-based TVFC immunization clinics from 11% to 13% by January 2027.

Evaluation Data Source: TVFC data

Strategy 1

Require TVFC Nurses to offer and provide flu vaccinations to students they serve.

Strategy's Expected Result/Impact: Increased flu vaccination rates; reduce illness & absenteeism related to flu; improved community health

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Strategy 2

Provide flu and infection control information to students, parents and staff at least monthly starting in September and continuing through February.

Strategy's Expected Result/Impact: Improved awareness and knowledge of flu prevention strategies; reduced transmission of illness; increased flu vaccine uptake

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Strategy 3

Host flu vaccination clinics at various schools to reduce barriers to serve at least 300 students.

Strategy's Expected Result/Impact: Increased access to flu vaccines; reduced flu transmission; improved student attendance

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Performance Objective 4

Increase the immunization compliancy rates for Hep A and Hep B vaccines in kinder students by 1% by November 2026.

Evaluation Data Source: Focus reporting systems

Strategy 1

Utilize Focus communication to provide families with vaccine information to include locations that families can obtain the required immunizations for their students at least twice monthly.

Strategy's Expected Result/Impact: Increased awareness of immunization requirements; improved immunization compliance rates; improved access to immunization resources

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Strategy 2

Host immunization clinic in September and October to serve at least 75 students per clinic.

Strategy's Expected Result/Impact: Increased immunization rates; improved access to required immunizations; decreased student exclusions

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Strategy 3

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

Strategy's Expected Result/Impact: Improved immunization compliance rates; reduced student exclusions

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Performance Objective 5

Improve 6th grade immunization compliance rates to ensure 7th grade readiness, as evidenced by at least 60% of 6th grade students meeting 7th grade immunization requirements by April 2027.

Strategy 1

Utilize Focus communication to provide families with vaccine information to include locations that families can obtain the required immunizations for their students at least twice monthly.

Strategy's Expected Result/Impact: Increased awareness of immunization requirements; improved immunization compliance rates; improved access to immunization resources

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: Improved immunization compliance rates; reduced student exclusions

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Strategy 3

Host 6th grade immunization clinics on site at middle schools to serve at least 250 6th grade students.

Strategy's Expected Result/Impact: Improved immunization compliance rates; reduced student exclusions; improved access to required immunizations

Staff Responsible for Monitoring: Director of Nursing & Health Services

Formative Reviews

October

January

March

May

Performance Objective 6

Increase alignment of federal and state expenditures with Board-adopted goals from 80% to 100% by May 2027.

Evaluation Data Source: Plan4Learning

Strategy 1

Ensure compliance with the Every Student Succeeds Act (ESSA) and applicable state funding requirements by implementing and monitoring activities that include clearly defined, measurable outcomes and progress indicators aligned to district and campus goals. Ongoing review and monitoring of the District Improvement Plan (DIP) and Campus Improvement Plans (CIP) will be conducted to ensure fiscal alignment, program accountability, and effective use of federal and state funds. Monitoring processes will support continuous improvement efforts, strengthen program effectiveness, and promote increased student achievement through data-driven decision making and compliance oversight.

Strategy's Expected Result/Impact: Ensure administration are reviewing data and DIP/CIP goals to spend accordingly.

Staff Responsible for Monitoring: Director of Federal and State Programs

Formative Reviews

October

January

March

May

Performance Objective 7

Decrease the percentage of ECISD classrooms staffed by uncertified teachers from 22% to 18% by May 2027.

Evaluation Data Source: Teacher Certification Data, PEIMS Staffing Data, HR Vacancy Reports

Strategy 1 Results Driven Accountability

Monitor certification progress and provide targeted support for district uncertified teachers.

Strategy's Expected Result/Impact: Decrease the percentage of ECISD classrooms staffed by uncertified teachers

Staff Responsible for Monitoring: Human Capital Division

Funding Sources: 2 Talent Development Specialists Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 2 **Results Driven Accountability**

Strengthen and increase participation in the PREP Teacher Apprenticeship Program and Grow-your-Own educator pathway.

Strategy's Expected Result/Impact: Increasing the number of teachers who enter the workforce with certification.

Staff Responsible for Monitoring: Director of Talent Development

Formative Reviews

October

January

March

May

Strategy 3

Strengthen Teacher Residency and Student Teacher placement processes.

Strategy's Expected Result/Impact: Increasing the number of teachers who enter the workforce with certification.

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

Funding Sources: Supplemental funding for Teacher Residents as per campus Opportunity Culture plans Title One School- Improvement,

Formative Reviews

October

January

March

May

Performance Objective 8

Increase participation of Year 0 and Year 1 novice educators in district-supported induction and mentoring programs from 70% to 100% by May 2027.

Evaluation Data Source: Mentor Program Data, Retention Data, Induction Participation Records, HR Hiring Data

Strategy 1 **Results Driven Accountability**

Expand and continue implementation of LAUNCH induction supports for NOVICE teachers.

Strategy's Expected Result/Impact: Retention of novice teachers; increase classroom effectiveness of novice teachers.

Staff Responsible for Monitoring: Directors of Talent Development

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

ECISD will provide a New Teacher Orientation in July, 2026 to ensure a strong start for novice teachers.

Strategy's Expected Result/Impact: Increase classroom effectiveness of novice teachers; Comprehensive introduction to culture, process, and community.

Staff Responsible for Monitoring: Directors of Talent Development

Funding Sources: Funding for New Teacher Orientation Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 3 Results Driven Accountability

Novice Teachers will be supported by certified classroom mentors.

Strategy's Expected Result/Impact: Novice teachers will receive just-in-time support from a certified classroom mentor, increasing classroom effectiveness and improved student outcomes.

Staff Responsible for Monitoring: Directors of Talent Development

Formative Reviews

October

January

March

May

Performance Objective 9

Increase Multi-Classroom Leader (MCL) capacity by 10% during the 2026-27 school year.

Evaluation Data Source: OC participation data, Campus staffing Data, TIA data

Strategy 1

Expand recruitment efforts for Multi-classroom leaders (MCLs) and teacher leadership roles on

identified campuses

Strategy's Expected Result/Impact: Increase the number of qualified applicants for Opportunity Culture roles

Staff Responsible for Monitoring: Director of Talent Development

Funding Sources: Public Impact Title Two Professional Development, \$85,877, Talent Development Coach Title Two Professional Development,

Formative Reviews

October

January

March

May

Strategy 2

Provide Public Impact training and ongoing coaching support for MCLs and campus leadership teams implementing strategic staffing models.

Strategy's Expected Result/Impact: Increased capacity for Opportunity Culture leadership teams as evidenced by increased student outcomes and teacher evaluations.

Staff Responsible for Monitoring: Director of Talent Development; Talent Development Coach

Formative Reviews

October

January

March

May

Strategy 3

Increase teacher leadership development opportunities through aspiring MCL supports, coaching cycles, and collaborative planning structures.

Strategy's Expected Result/Impact: Increase MCL effectiveness and overall capacity.

Staff Responsible for Monitoring: Director of Talent Development

Funding Sources: Darryl Williams training Title Two Professional Development, \$149,875

Formative Reviews

October

January

March

May

Performance Objective 10

Reduce the district dropout rate from 8.1% (class of 2024) to 6% or lower for the class of 2026 and the class of 2027 by the end of the 2026-2027 school year.

Strategy 1

Ensure 100% of students on the dropout list for the current school year have documented intervention attempts from COC Staff.

Strategy's Expected Result/Impact: Each student will have someone reach out to discuss the reasons for dropping out and COC staff will provide a strategy to re-engage in school or provide an alternative option.

Staff Responsible for Monitoring: Director of Student Support Services

Funding Sources: Social Worker Title IV, \$85,000, Drop Out Specialists, Social Service Specialists, Lead Social Worker and Director of Student Support Services State Comp Ed, \$520,000, McKinney Vento Specialists Title One Homeless, \$240,000

Formative Reviews

October

January

March

May

Strategy 2

Conduct weekly dropout review meetings during active dropout window. Conduct monthly dropout recovery meetings after dropout window closes with COC staff.

Strategy's Expected Result/Impact: Students who "no show" at the beginning of the school year will be identified and provided with outreach to ensure they have the support they need to return to school. Throughout the school year students who disengage will be monitored and a plan for their success will be discussed at these meetings.

Staff Responsible for Monitoring: Director of Student Support Services

Formative Reviews

October

January

March

May

Strategy 3

Implement Welcome Walks in the fall and spring to re-engage students who have dropped out by facilitating a way for the campuses to make home visits.

Strategy's Expected Result/Impact: Welcome Walks provide an avenue for campus staff to reach out to parents and students and attempt to re-engage the students.

Staff Responsible for Monitoring: Director Student Support Services

Formative Reviews

October

January

March

May

Strategy 4

Set a monitor list of any students with a 2026 cohort who are enrolled. At the beginning of the year reach out to 2026 cohort students on the drop out list.

Strategy's Expected Result/Impact: Re-engage students with the 2026 cohort who did not graduate on time and chose not to return to school. Monitor students who did not graduate with their cohort and chose to return in the following year.

Staff Responsible for Monitoring: Director of Student Support Services

Formative Reviews

October

January

March

May

Performance Objective 11

Increase the number of 8th grade OSP students who pass the Social Studies STAAR from 32.4% to 35% by the end of the 2026-2027 school year.

Evaluation Data Source: RDA Results

Strategy 1

Provide McKinney-Vento and Foster Care professional development by December.

Strategy's Expected Result/Impact: Staff will be more aware of the unique needs of students experiencing homelessness and students in foster care.

Staff Responsible for Monitoring: Director of Student Support Services

Formative Reviews

October

January

March

May

Strategy 2

Conduct 8th grade OSP transition outreach by end of first 9 weeks to provide parents with school of origin and transportation awareness.

Strategy's Expected Result/Impact: Parents will have a contact person who they can reach out to if they have any transportation needs. They will also have an awareness of their right to remain at their school of origin.

Staff Responsible for Monitoring: Director of Student Support Services

Funding Sources: McKinney Vento Specialists Title One Homeless, \$240,000

Formative Reviews

October

January

March

May

Strategy 3

Monitor 8th grade OSP student attendance monthly and provide targeted interventions for students missing 10% or more of instructional days.

Strategy's Expected Result/Impact: Attendance will be addressed continuously with students experiencing homelessness to identify barriers and provide resources to improve attendance.

Staff Responsible for Monitoring: Director of Student Support Services.

Funding Sources: TEHCY Grant Funded Positions- McKinney Vento Grant Coordinator, McKinney Vento Specialists (3) Title One Homeless, \$240,000

Formative Reviews

October

January

March

May

Performance Objective 12

Reduce the district chronic absenteeism rate from 22.7% to 20% or lower by the end of the 2026-2027 school year.

Strategy 1

Increase documented attendance intervention completion by COC staff for identified at-risk students (10+ absences or chronically absent) to at least 40% by the end of the 2026-2027 school year.

Strategy's Expected Result/Impact: Attendance barriers will be identified and addressed.

Staff Responsible for Monitoring: Director of Student Support Services

Funding Sources: Social Service Specialists and Drop Out Specialists State Comp Ed, \$520,000, Title 1: Homeless Specialist Title One Homeless, \$80,000, Title IV: Social Worker Title IV, \$85,000

Formative Reviews

October

January

March

May

Strategy 2

Transfer truancy documentation from Eduphoria to FOCUS forms to allow for a centralized location for all truancy documentation.

Strategy's Expected Result/Impact: Increase district wide use of truancy and absenteeism interventions due to centralized location of documentation.

Staff Responsible for Monitoring: Director of Student Support Services

Formative Reviews

October

January

March

May

Performance Objective 13

ECISD will support the continued implementation of the Burleson Early Education Center redesign through campus-based goals, progress monitoring, and implementation benchmarks aligned to the School Action Fund PMR process.

Evaluation Data Source: Progress Monitoring Rubric (PMR)

Strategy 1

Collaborate with campus leadership and the grant service provider to support implementation and monitoring of School Action Fund grant priorities through the PMR process.

Strategy's Expected Result/Impact: Enhanced implementation and monitoring systems that support high-quality learning environments, family engagement, and continuous campus improvement.

Staff Responsible for Monitoring: Director of Partnerships & School Choice

Funding Sources: State Grant, \$500,000

Formative Reviews

October

January

March

May

Strategy 2

Implement targeted marketing, advertising, and community outreach efforts to increase family awareness and student enrollment opportunities at the Burleson Early Education Center.

Strategy's Expected Result/Impact: Expanded community awareness and outreach efforts to support enrollment growth and access to high-quality early childhood educational opportunities.

Staff Responsible for Monitoring: Director of Partnerships & School Choice

Funding Sources: State Grant, \$14,000

Formative Reviews

October

January

March

May

Performance Objective 14

Decrease TPRS drop out rate from 6% to 4% by July 2027.

Strategy 1

TPRS specialists track TPRS students on COC's drop out list to develop a plan for support before/after withdrawal.

Strategy's Expected Result/Impact: Students would stay in school. Students would transfer to other options for a HS diploma, avoiding a dropout code. Students would re-enroll to ECISD.

Staff Responsible for Monitoring: TPRS Coordinator/TPRS Specialists

Formative Reviews

October

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: Students would re-engage or re-enroll to ECISD or other HS options.

Staff Responsible for Monitoring: TPRS Coordinator, TPRS Specialists

Formative Reviews

October

January

March

May

Strategy 3

TPRS staff will conduct a review every grading cycle to monitor TPRS students' grades, attendance, and progress toward graduation.

Strategy's Expected Result/Impact: At-risk students are closely monitored and provided with quick support and interventions

Staff Responsible for Monitoring: TPRS Coordinator

Formative Reviews

October

January

March

May

Performance Objective 15

Maintain or increase TPRS Graduation rate of 97%.

Evaluation Data Source: Focus Grad Reports
ODS

Strategy 1

Monitor TPRS students attendance, grades, and credit recovery on a monthly basis to ensure that 100% of student's graduation course requirements are met.

Strategy's Expected Result/Impact: Credit Recovery is implemented early-on
Attendance interventions done in a timely manner for quick recovery

Formative Reviews

October

January

March

May

Strategy 2

TPRS Caseworkers and Specialists will monitor and support daily attendance of TPRS Seniors.

Formative Reviews

October

January

March

May

Performance Objective 16

Increase TPRS attendance from 85% to 90% by May 2027.

Evaluation Data Source: FOCUS Reports

Strategy 1

Offer ECISD childcare for all enrolled parenting students during school hours, with attendance and utilization tracked monthly.

Formative Reviews

October

January

March

May

Strategy 2

Offer district transportation services to all eligible TPRS students

Formative Reviews

October

January

March

May

Strategy 3

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

Formative Reviews

October

January

March

May

Strategy 4

Caseworkers will provide documented attendance interventions weekly for TPRS students, ensuring all students with attendance issues are supported.

Formative Reviews

October

January

March

May

Strategy 5

Specialists will review district attendance monitoring reports with coordinator and caseworker to develop monthly reporting summaries to program leadership.

Strategy's Expected Result/Impact: Ensure attendance interventions and supports are in place and monitored for targeted students who are chronically absent.

Staff Responsible for Monitoring: TPRS Coordinator/ TPRS Specialists

Formative Reviews

October

January

March

May

Performance Objective 17

By May 2027, the PE/Health Department will increase the amount of teachers having access to high-quality instruction, TEKS-aligned professional development, and collaboration opportunities to 100% to help reduce instructional inconsistencies and improve student engagement and learning outcomes.

Evaluation Data Source: PE/Health Feedback Forms

Strategy 1

High-Quality Back-to-School Professional Development

Strategy's Expected Result/Impact: Expected Result:
All PE/Health teachers will have access to consistent, TEKS-aligned professional development and collaborative support designed to strengthen instructional practices and increase teacher effectiveness.

Impact:
Improved instructional consistency across campuses will lead to higher student engagement, increased participation, and improved student learning outcomes in PE/Health courses.

Staff Responsible for Monitoring: Director of Athletics

Formative Reviews

October

January

March

May

Strategy 2

Monthly Teacher Feedback and Support Surveys.

Strategy's Expected Result/Impact: Expected Result:

PE/Health teachers will have consistent opportunities to provide feedback, identify areas of need, and receive targeted support throughout the school year.

Impact:

Ongoing feedback and support will strengthen teacher collaboration, improve instructional consistency, and increase student engagement and learning outcomes in PE/Health courses.

Staff Responsible for Monitoring: Director of Athletics

Formative Reviews

October

January

March

May

Strategy 3

State and National Conference Learning Opportunities

Strategy's Expected Result/Impact: Expected Result:

Teachers will gain increased knowledge of current instructional practices, curriculum updates, and effective teaching strategies that can be implemented within their classrooms and programs.

Impact:

Enhanced professional learning opportunities will improve instructional quality, increase teacher capacity and collaboration, and positively impact student engagement and learning outcomes in PE/Health courses.

Staff Responsible for Monitoring: Director of Athletics

Formative Reviews

October

January

March

May

Strategy 4

Targeted Go-To Support Documents

Strategy's Expected Result/Impact: Expected Result:

Teachers will have easy access to consistent instructional and program support resources that improve confidence, efficiency, and alignment across campuses.

Impact:

Accessible support documents will reduce instructional inconsistencies, strengthen teacher effectiveness, and improve student engagement and learning outcomes in PE/Health courses.

Staff Responsible for Monitoring: Director of Athletics

Formative Reviews

October

January

March

May

Performance Objective 18

Increase the percentage instructional fidelity and horizontally-aligned elementary music classrooms from its current baseline to 100% in the 26-27 academic year.

Evaluation Data Source: EduHub Curriculum Documents; TEKS Ready

Strategy 1

ECISD will implement preemptive professional development to identify and implement its procedures and expectations for instructional fidelity and horizontal alignment.

Strategy's Expected Result/Impact: More fidelity to procedures and instructional alignment.

Staff Responsible for Monitoring: Fine Arts Coordinator

Formative Reviews

October

January

March

May

Strategy 2

ECISD will facilitate ongoing observation and evaluation protocols to monitor curricular progress, instructional fidelity, and formative effectiveness.

Strategy's Expected Result/Impact: More fidelity to procedures and instructional alignment.

Staff Responsible for Monitoring: Fine Arts Coordinator

Formative Reviews

October

January

March

May

Strategy 3

ECISD will collect reflection and feedback data from instructional staff to identify gaps in curriculum, instruction and assessment for revision and optimization.

Strategy's Expected Result/Impact: More fidelity to procedures and instructional alignment.

Staff Responsible for Monitoring: Fine Arts Coordinator

Formative Reviews

October

January

March

May

Performance Objective 19

By May 2027, the Fine Arts department will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies for Visual Arts.

Evaluation Data Source: EDUHub

Strategy 1

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: Increased utilization of resources provided by Art of Education

Staff Responsible for Monitoring: Executive Director of Fine Arts

Funding Sources: Title IV, \$46,532.68

Formative Reviews

October

January

March

May

Performance Objective 20

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 2027.

Evaluation Data Source: TDEA Participation Results

Strategy 1

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

Strategy's Expected Result/Impact: Increased participation by our high school dance programs

Staff Responsible for Monitoring: Executive Director of Fine Arts

Formative Reviews

October

January

March

May

Strategy 2

Work with TDEA to promote UIL-style pilot evaluations in West Texas to reduce costs associated with travel.

Strategy's Expected Result/Impact: Increased participation by our high school dance programs

Staff Responsible for Monitoring: Executive Director of Fine Arts

Formative Reviews

October

January

March

May

Performance Objective 21

Increase the percentage of music performance evaluations receiving a UIL Division 1 rating ("Superior") from 61.2% to 65% by May 2027.

Evaluation Data Source: UIL Evaluation Results

Strategy 1

Provide professional development on a UIL Evaluation current data and provide coaching strategies based upon results.

Strategy's Expected Result/Impact: Higher percentage of UIL Division 1 Ratings

Staff Responsible for Monitoring: Executive Director of Fine Arts

Formative Reviews

October

January

March

May

Strategy 2

Implement targeted mentoring by Head Directors focused on UIL criteria (UIL rubrics).

Strategy's Expected Result/Impact: Higher percentage of UIL Division 1 Ratings

Staff Responsible for Monitoring: Executive Director of Fine Arts

Formative Reviews

October

January

March

May

Performance Objective 22 High Priority HB3 Board Goal

Increase the number of certified teachers in CTE positions from 47% to 52% by 2029.

Evaluation Data Source: HR Data

Strategy 1

Create a teacher cohort to support and work together

Strategy's Expected Result/Impact: This initiative is expected to increase teacher retention, collaboration, and certification success through a supportive cohort model focused on shared learning and peer support.

Staff Responsible for Monitoring: Director of CCMR

Formative Reviews

October

January

March

May

Strategy 2

Educate teachers about opportunities and benefits of certification process

Strategy's Expected Result/Impact: This initiative is expected to increase teacher participation in certification pathways by improving awareness of certification opportunities, benefits, and career advancement options.

Staff Responsible for Monitoring: Director of CCMR

Formative Reviews

October

January

March

May

Strategy 3

Collaborate with ESC18 on alternative certification program

Strategy's Expected Result/Impact: This initiative is expected to expand teacher certification pathways and increase staffing capacity by providing accessible alternative certification opportunities through partnership with ESC18.

Staff Responsible for Monitoring: Director of CCMR

Formative Reviews

October

January

March

May

Performance Objective 23

Establish a baseline measure of campus and district leader participation in instructional technology professional learning by administering a needs assessment to 100% of ECISD campus and district leaders by October 2026, and increase the number of leaders participating in targeted instructional technology PL from the established baseline by May 2027.

Strategy 1

Leadership Learning Pathway: District Digital Learning staff will design and facilitate a yearlong instructional technology leadership pathway for campus and district leaders by May 2027, including quarterly leadership sessions, instructional walkthrough look-fors, and campus implementation planning. Success will be measured through attendance records, walkthrough evidence, and campus action plans.

Strategy's Expected Result/Impact: This initiative is expected to strengthen instructional technology leadership and campus implementation practices through ongoing leadership development, consistent walkthrough expectations, and data-informed campus action planning.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Strategy 2

Administrator Coaching & Modeling: Digital Learning Specialists will partner with campus administrators during PLCs, walkthroughs, and instructional planning cycles at least once per semester to model effective technology integration practices aligned to district instructional priorities. Success will be measured through administrator feedback, walkthrough data, and increased evidence of instructional technology use in classrooms.

Strategy's Expected Result/Impact: This initiative is expected to increase effective classroom technology integration through administrator coaching, modeling, and aligned instructional leadership practices.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Strategy 3

Leadership Resource Toolkit: The Digital Learning Department will create and maintain a leadership toolkit that includes instructional technology expectations, model classroom examples, AI literacy guidance, and walkthrough support documents by the end of the first semester. Success will be measured through campus utilization data and administrator survey feedback.

Strategy's Expected Result/Impact: This initiative is expected to improve campus consistency and leadership capacity in instructional technology implementation through accessible tools, guidance, and walkthrough supports aligned to district priorities.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Performance Objective 24

Establish a baseline measure of consistent instructional technology integration by administering a district-wide survey to 100% of ECISD teachers by October 2026, and increase the number of teachers rating themselves as consistent integrators of technology within core academic instruction from the established baseline by May 2027.

Strategy 1

Academic-Aligned Professional Learning: Digital Learning and Academic Services will collaboratively design and deliver professional learning sessions aligned to district instructional priorities, including small group instruction, student engagement, HQIM implementation, and data-to-action practices, by May 2027. Success will be measured through training participation, implementation walkthrough data, and teacher feedback.

Strategy's Expected Result/Impact: This initiative is expected to strengthen instructional practices and classroom engagement through aligned professional learning that supports HQIM implementation, small group instruction, and data-driven instructional decision making.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Strategy 2

Embedded Campus Support Cycles: Digital Learning Specialists, including federally funded blended learning specialists, will provide embedded campus support cycles focused on teacher-requested instructional needs, including classroom modeling, co-teaching, small group instructional support, and planning aligned directly to district academic priorities during the 2026-2027 school year. Specialists will support campuses through professional learning, instructional coaching, and implementation support designed to increase effective technology integration and student engagement. Success will be measured through campus support logs, teacher reflections, walkthrough data, and evidence of classroom implementation.

Strategy's Expected Result/Impact: This initiative is expected to increase effective classroom technology integration, student engagement, and aligned instructional practices through embedded coaching, modeling, and campus-based support cycles.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Strategy 3

Defined Essential Technology Practices: The Digital Learning Department will identify and communicate 4-5 essential instructional technology practices aligned to ECISD instructional expectations by the end of the first nine weeks. This work will include districtwide implementation support and professional learning for instructional tools such as Kami to support student engagement, accessibility, collaboration, and digital workflow practices. Success will be measured through campus walkthrough trends, teacher self-assessments, platform usage data, and administrator feedback.

Strategy's Expected Result/Impact: This initiative is expected to improve consistency in instructional technology implementation by establishing clear districtwide expectations and increasing effective use of digital tools that support engagement, accessibility, and instructional workflow practices.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Performance Objective 25

Establish a Baseline for Understanding Blended Learning in Leadership to gauge the understanding of blended learning and its instructional effects among campus and district leaders, ensure that 100% of the designated leaders complete specialized blended learning training and a feedback survey by November 2026. This will be followed by a perception survey for both campus and leadership in May 2027.

Strategy 1

Redefine Blended Learning Within Core Instruction: Digital Learning leadership will collaborate with Academic Services to redefine blended learning as a support structure for effective instruction rather than a standalone initiative by Spring 2027. This will include updated communication tools, campus messaging, and aligned implementation examples. Success will be measured through administrator understanding surveys and campus participation trends.

Strategy's Expected Result/Impact: This initiative is expected to strengthen campus understanding and implementation of blended learning as an integrated instructional support strategy aligned to district academic priorities and effective classroom practices.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Strategy 2

Campus Showcase & Learning Lab Opportunities: Digital Learning Specialists will coordinate campus showcase opportunities and instructional learning labs highlighting effective blended and technology-supported instructional practices at least once per semester. Success will be measured through participation rates, campus feedback, and replication of practices across campuses.

Strategy's Expected Result/Impact: This initiative is expected to increase the replication of effective instructional technology practices across campuses through collaborative learning opportunities, classroom showcases, and peer-to-peer instructional modeling.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Strategy 3

Data & Impact Monitoring Process: The Digital Learning Department will develop a simplified monitoring process that tracks campus support, instructional implementation trends, and teacher impact stories without requiring formal blended learning designation systems by May 2027.

Success will be measured through support data, campus engagement metrics, and evidence of instructional growth.

Strategy's Expected Result/Impact: This initiative is expected to improve districtwide visibility into instructional technology implementation and campus support needs through consistent monitoring of implementation trends, engagement, and instructional impact.

Staff Responsible for Monitoring: Director of Digital Learning

Formative Reviews

October

January

March

May

Board Goal 5 Culture of Excellence

Performance Objective 1

Increase Single Sign On users for OnDataSuite from 0% to 100% for staff with access to the platform by May 2027.

Evaluation Data Source: OnDataSuite User Audit

Strategy 1

Collaborate with district integration staff and OnDataSuite support to implement single sign on procedures.

Strategy's Expected Result/Impact: Ensure all users have access to OnDataSuite using their district credentials, improve usability, Improve data security.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Strategy 2

Communicate changes to impacted users.

Strategy's Expected Result/Impact: Ensure all staff understand how to access SSO Accounts.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Performance Objective 2

Increase iLead implementation trackability from 0% to 100% by May 2027.

Evaluation Data Source: Access Data through Classlink

Strategy 1

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

Strategy's Expected Result/Impact: Students will feel more connected and will develop essential life skills.

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

Formative Reviews

October

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: Students will feel more connected and will develop essential life skills.

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

Formative Reviews

October

January

March

May

Strategy 3

Each semester, all campus counselors will complete brief, check-ins with staff to track iLead implementation.

Strategy's Expected Result/Impact: Students will feel more connected and will develop essential life skills.

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

Formative Reviews

October

January

March

May

Strategy 4

Campuses will utilize Access to deliver iLead lessons.

Strategy's Expected Result/Impact: Students will feel more connected and will develop essential life skills.

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

Formative Reviews

October

January

March

May

Performance Objective 3

Decrease student cheating incidents during state assessments by 50% during the 2026-2027 school year through proactive training, strengthened monitoring procedures, and student support systems.

Evaluation Data Source: Irregularity Tracking Form, TIDE

Strategy 1

Implement a districtwide student testing integrity campaign prior to each testing window. Campuses should review testing expectations, prohibited behaviors, and consequences for cheating with all students before assessments begin. This may include student acknowledgment forms, campus announcements, and parent communication. Reinforcing expectations consistently across campuses can help reduce impulsive decisions tied to testing pressure.

Strategy's Expected Result/Impact: Increased student awareness and accountability regarding testing expectations, leading to a reduction in cheating incidents and testing irregularities during state assessments. By consistently communicating prohibited behaviors, consequences, and testing expectations across all campuses, students are better prepared to make appropriate decisions during testing situations. Parent communication and student acknowledgment processes also strengthen shared responsibility between campuses, students, and families. Overall, the strategy supports improved test security, protects the validity of assessment results, and promotes a culture of academic integrity across the district.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 2

Ensure test training for test administrators and hall monitors includes active monitoring, recognizing suspicious behaviors, and preventing electronic device use during testing. Campuses should strengthen device collection procedures before testing begins and ensure "No Electronic Devices" signage is visibly posted in all testing areas. Increased monitoring visibility and consistent enforcement of procedures will help deter cheating incidents.

Strategy's Expected Result/Impact: Reduction in testing irregularities related to cheating, electronic device use, and monitoring errors during state assessments. Strengthening training for test administrators and hall monitors increases staff awareness of active monitoring expectations and improves their ability to recognize and respond to suspicious behaviors in real time. Enhanced device collection procedures and visible signage reinforce testing expectations for students and create a more secure testing environment. Consistent implementation across campuses helps deter misconduct, strengthens test security compliance, and protects the integrity and validity of assessment results.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 3

Work with campuses to implement strategies that reduce student stress and anxiety surrounding state assessments. This may include providing students with clear testing routines, access to academic interventions prior to testing, encouragement messaging, and social-emotional supports. Campuses should emphasize student growth and effort rather than high-pressure consequences tied to assessment performance. Reducing the perceived pressure to perform may decrease the likelihood of students engaging in cheating behaviors.

Strategy's Expected Result/Impact: Improved student confidence and reduced testing anxiety, which can lead to fewer cheating incidents and stronger student engagement during state assessments. By creating supportive testing environments, providing academic and social-emotional supports, and emphasizing growth over high-pressure outcomes, campuses can help students feel more prepared and less overwhelmed during testing. Clear routines and positive messaging also promote a calmer testing atmosphere and encourage students to approach assessments with integrity. Overall, this strategy supports student well-being while strengthening test security and maintaining the validity of assessment results.

Staff Responsible for Monitoring: Director of Assessment & Coordinator of Assessment

Formative Reviews

October

January

March

May

Performance Objective 4

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.

Evaluation Data Source: Advertising data, Choice Expo Counter, Number of Campus Events held

Strategy 1

Implement coordinated communication, outreach events, and campus engagement opportunities

to increase family awareness and participation in ECISD Choice Programs.

Strategy's Expected Result/Impact: Families will have increased awareness of ECISD Choice Program opportunities and greater access to engagement and support resources, leading to stronger participation, more informed enrollment decisions, and improved access to programs aligned to student needs and interests.

Staff Responsible for Monitoring: Director of Partnerships & School Choice

Formative Reviews

October

January

March

May

Strategy 2

Collaborate across departments and campuses to improve application systems, communication processes, and personalized support for families throughout the Choice enrollment cycle.

Strategy's Expected Result/Impact: Improved collaboration across departments and campuses will create a more consistent, accessible, and family-centered enrollment experience, resulting in clearer communication, reduced barriers to participation, and stronger support for families throughout the Choice process.

Staff Responsible for Monitoring: Director of Partnerships & School Choice

Formative Reviews

October

January

March

May

Performance Objective 5

Increase the number of elementary campuses where counselors meet the expectation of spending at least 25% of their time on guidance curriculum from 28% to 50% by May 2027.

Evaluation Data Source: Counselor 80/20 Tracking Form

Strategy 1

Provide training for Principals on the roles and responsibilities of Professional School Counselors.

Strategy's Expected Result/Impact: Principals will understand how to utilize school counselors in alignment with TEC 33.006, which requires counselors to spend at least 80% of their time on counseling duties.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Strategy 2

Provide Principals with quarterly updates of their Professional School Counselors' time spent on Guidance Curriculum.

Strategy's Expected Result/Impact: Principals will stay informed on how they are utilizing their school counselors in alignment with TEC 33.006, which requires counselors to spend at least 80% of their time on counseling duties.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Performance Objective 6

Decrease outdated and underutilized SQL reports from the current inventory baseline by 20% for district end users by May 2027 through the transition to the new domain-focused SQL Server environment and the removal of obsolete reports related to staffing, SIS, or process changes.

Evaluation Data Source: Focus, Munis

Strategy 1

Conduct a districtwide audit of existing SQL reports to identify outdated, duplicate, underutilized, or unsupported reports based on usage data, ownership, and business need.

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: Data Coordinator, IS Business Manager, Director of Information Systems and Chief Technology Officer

Formative Reviews

October

January

March

May

Strategy 2

Implement report usage monitoring and scheduled annual reviews to ensure inactive or obsolete reports are identified and removed on an ongoing basis.

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: Data Coordinator, IS Business Manager, Director of Information Systems and Chief Technology Officer

Formative Reviews

October

January

March

May

Strategy 3

Transition high-use reports into the new domain-focused SQL Server structure to improve organization, standardization, and end-user accessibility.

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: Data Coordinator, IS Business Manager, Director of Information Systems and Chief Technology Officer

Formative Reviews

October

January

March

May

Performance Objective 7

Increase attendance for all Information Systems training sessions (virtual or in-person) from 55% to 65% for district staff by May 2027 through improved communication, scheduling, and targeted training support.

Evaluation Data Source: Eduphoria, Microsoft

Strategy 1

Gather participant feedback after training sessions to identify barriers to attendance and improve future training effectiveness and engagement through QR codes.

Strategy's Expected Result/Impact: Improved attendance and participation in Information Systems training sessions will increase staff knowledge, confidence, and consistency in district processes and systems. This will support more accurate data entry, reduce user errors, improve operational efficiency, and strengthen collaboration and support across departments and campuses.

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

Formative Reviews

October

January

March

May

Strategy 2

Offer multiple training session formats and times, including virtual and recorded options when appropriate, to increase accessibility for staff.

Strategy's Expected Result/Impact: Improved attendance and participation in Information Systems training sessions will increase staff knowledge, confidence, and consistency in district processes and systems. This will support more accurate data entry, reduce user errors, improve operational efficiency, and strengthen collaboration and support across departments and campuses.

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

Formative Reviews

October

January

March

May

Strategy 3

Partner with campus and department leadership to monitor attendance expectations and ensure staff participation in required trainings.

Strategy's Expected Result/Impact: Improved attendance and participation in Information Systems training sessions will increase staff knowledge, confidence, and consistency in district processes and systems. This will support more accurate data entry, reduce user errors, improve operational efficiency, and strengthen collaboration and support across departments and campuses.

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

Formative Reviews

October

January

March

May

Strategy 4

Establish a designated location to publish and maintain the Information Systems training

calendar in real time, allowing departments and campuses adequate advance notice to plan for staff attendance.

Strategy's Expected Result/Impact: Improved attendance and participation in Information Systems training sessions will increase staff knowledge, confidence, and consistency in district processes and systems. This will support more accurate data entry, reduce user errors, improve operational efficiency, and strengthen collaboration and support across departments and campuses.

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

Formative Reviews

October

January

March

May

Performance Objective 8

Decrease the teacher and staff turnover rate as noted by Munis reports by 1.5% by June 2027.

Evaluation Data Source: ECISD Munis reports, TAPR report, Exit survey data

Strategy 1 Results Driven Accountability

Incorporate a new Entrance and Exit Survey and share data results with cabinet members on a quarterly basis.

Strategy's Expected Result/Impact: Reduction in employee dissatisfaction and improve retention rates.

Staff Responsible for Monitoring: Exec. Dir of HR

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

Review and update job descriptions to ensure employee and employer performance expectations are aligned.

Strategy's Expected Result/Impact: Reduction in employee dissatisfaction and improve retention rates.

Staff Responsible for Monitoring: Exec. Dir of HR

Formative Reviews

October

January

March

May

Performance Objective 9

Increase Campus Testing Coordinator engagement and confidence in using assessment platforms by expanding practical application opportunities during assessment trainings and ongoing support sessions by May 2027.

Evaluation Data Source: CTC Support/Help Form

Strategy 1

Redesign assessment trainings to include dedicated hands-on work sessions within Cambium, TestHound, and other testing platforms. Trainings should provide Campus Testing Coordinators (CTCs) with guided opportunities to complete real-world tasks such as creating sessions, uploading accommodations, assigning students, running reports, and troubleshooting common issues. Increasing practical application time will improve confidence and engagement with assessment systems.

Strategy's Expected Result/Impact: Increased Campus Testing Coordinator (CTC) confidence, accuracy, and efficiency in managing assessment processes and testing platforms. Providing hands-on training opportunities within Cambium, TestHound, and related systems allows CTCs to practice critical tasks in a guided environment, improving their ability to independently complete testing responsibilities and troubleshoot issues before testing windows begin. Increased familiarity with assessment systems is expected to reduce user errors, improve accommodations and student assignment accuracy, and strengthen overall testing readiness across campuses. Ultimately, this strategy supports smoother test administrations, improved compliance, and a reduction in testing irregularities related to system or procedural errors.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 2

Develop interactive training activities that simulate actual testing situations and common campus challenges. CTCs should practice responding to realistic scenarios such as enrollment changes, accommodation uploads, missing students, irregularities, and testing day troubleshooting within the platforms. Incorporating collaborative problem-solving, mock testing setups, and "practice labs" will make trainings more engaging while strengthening platform proficiency.

Strategy's Expected Result/Impact: Improved preparedness, problem-solving skills, and platform proficiency among Campus Testing Coordinators (CTCs) during state assessment administrations. By engaging in realistic simulations and hands-on practice scenarios, CTCs gain experience responding to common testing challenges before live administrations occur. Interactive activities and collaborative troubleshooting strengthen understanding of testing procedures, increase confidence in using assessment platforms, and improve decision-making during high-pressure situations. Ultimately, this approach is expected to reduce testing errors and irregularities, improve campus readiness, and support smoother, more compliant testing administrations districtwide.

Staff Responsible for Monitoring: Director Assessment & Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 3

Establish recurring optional support sessions, virtual office hours, and short refresher workshops throughout the school year focused specifically on platform use rather than compliance updates. These sessions can allow CTCs to ask questions, practice processes, and receive individualized support prior to major testing windows. Providing continuous opportunities for engagement with assessment platforms will help build long-term confidence and reduce training fatigue.

Strategy's Expected Result/Impact: Increased long-term confidence, consistency, and proficiency among Campus Testing Coordinators (CTCs) in using assessment platforms throughout the school year. Recurring support sessions, virtual office hours, and refresher workshops provide ongoing opportunities for CTCs to practice processes, ask questions, and receive individualized assistance prior to major testing windows. Focusing these sessions on platform functionality rather than compliance updates helps reduce training fatigue while reinforcing critical operational skills in Cambium, TestHound, and related systems. Ultimately, continuous support and engagement are expected to improve campus readiness, reduce user errors and testing irregularities, and strengthen the overall efficiency of state assessment administration.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

October

January

March

May

Performance Objective 10

Increase District wide connectedness from 55% to 57% by the end of May 2027.

Evaluation Data Source: Panorama Survey

Strategy 1

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

Strategy's Expected Result/Impact: Identify trends in student connectedness and target areas of need.

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

Formative Reviews

October

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: Identify trends in student connectedness and target areas of need.

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

Formative Reviews

October

January

March

May

Strategy 3

Provide ongoing professional learning opportunities to all staff with strategies that support student well-being and positive culture.

Strategy's Expected Result/Impact: Identify trends in student connectedness and target areas of need.

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

Formative Reviews

October

January

March

May

Performance Objective 11

100% of campuses will provide a safe and supportive environment by May 2027

Evaluation Data Source: Safe Schools Training
Training 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.

Strategy's Expected Result/Impact: Improved staff knowledge and implementation of student safety, reporting, and prevention procedures to support early intervention and student well-being.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Strategy 2

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.

Strategy's Expected Result/Impact: Students will receive consistent, comprehensive guidance instruction focused on safety, wellness, social-emotional development, and college/career readiness, resulting in increased student awareness, protective factors, help-seeking behaviors, and overall student well-being.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Strategy 3

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

Strategy's Expected Result/Impact: Staff will demonstrate increased awareness and understanding of trauma, grief, and educator wellness practices, leading to more supportive learning environments, improved responses to student needs, and strengthened staff capacity to support student well-being.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Strategy 4

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

Formative Reviews

October

January

March

May

Performance Objective 12

Decrease Campus Testing Coordinator support requests related to student access and enrollment issues by 50% through improved system integrations, proactive enrollment verification processes, and enhanced campus training and support resources by May 2027.

Evaluation Data Source: CTC Support/Help Form

Strategy 1

Collaborate with Technology and Student Information Systems teams to improve the integration process between Focus and assessment platforms by increasing the frequency of enrollment syncs twice a day during testing windows. Moving from daily manual pulls to scheduled updates will reduce delays in adding newly enrolled students and removing withdrawn students, minimizing the need for Campus Testing Coordinators (CTCs) to submit support requests.

Strategy's Expected Result/Impact: Improved accuracy and timeliness of student enrollment data within assessment platforms during testing windows. Increasing enrollment syncs between Focus and assessment systems to twice daily will reduce delays in adding newly enrolled students and removing withdrawn students, ensuring campuses have more current and reliable testing rosters. This enhanced integration process is expected to minimize manual corrections and reduce the number of support requests submitted by Campus Testing Coordinators (CTCs). Ultimately, the strategy supports smoother testing operations, increased efficiency, and fewer testing issues related to student enrollment and eligibility updates.

Staff Responsible for Monitoring: Director of Assessment & Coordinator of Assessment

Formative Reviews

October

January

March

May

Strategy 2

Develop a standardized campus verification process requiring campuses to review enrollment and testing platform rosters multiple times prior to major testing windows. Provide campuses with enrollment verification reports and clear deadlines for identifying missing students. Early identification and correction of enrollment discrepancies will reduce last-minute support requests and improve testing readiness.

Strategy's Expected Result/Impact: Improved testing readiness and increased accuracy of student enrollment data prior to state assessment administrations. Implementing a standardized campus verification process and requiring multiple roster reviews before testing windows will help campuses identify and correct missing or incorrect student records earlier in the process. Providing enrollment verification reports and clear deadlines strengthens campus accountability and promotes proactive problem-solving. As a result, the district can expect fewer last-minute support requests, reduced enrollment-related testing issues, and smoother, more efficient testing operations during state assessment windows.

Formative Reviews

October

January

March

May

Strategy 3

Create focused training sessions and quick-reference guides for CTCs on student enrollment processes, common access issues, and troubleshooting procedures within Cambium and related platforms. Establish self-service tools or FAQs that allow campuses to resolve minor access issues independently when appropriate. Increasing CTC understanding of enrollment workflows will reduce unnecessary support tickets and improve response efficiency.

Strategy's Expected Result/Impact: Increased Campus Testing Coordinator (CTC) independence and improved efficiency in resolving enrollment and platform access issues during testing windows. Focused training sessions, quick-reference guides, and self-service troubleshooting tools will strengthen CTC understanding of enrollment workflows and common system issues within Cambium and related platforms. Providing campuses with the resources to independently address minor problems will reduce unnecessary support tickets and allow the Assessment Department to focus on higher-level testing concerns. Ultimately, this strategy supports faster issue resolution, improved testing readiness, and smoother administration of state assessments across the district.

Staff Responsible for Monitoring: Director of Assessment and Coordinator of Assessment

Formative Reviews

Performance Objective 13

Increase the campus participation in Family Engagement opportunities from 33% to 40% by May 2027.

Evaluation Data Source: In 25-26, the department engaged with 33% of district campuses through the T3 Family Engagement Meetings.

Strategy 1 Results Driven Accountability

Support campuses serving Emergent Bilingual (EB) students by facilitating TEA T3 Family Engagement Meetings for families throughout the school year and the English Language Development Academy for parents.

Strategy's Expected Result/Impact: Increase Family Engagement for EB students

Staff Responsible for Monitoring: Bil/ESL/Migrant Executive Director

Funding Sources: Title Three Bilingual/ ESL, \$135,000

Formative Reviews

October

January

March

May

Performance Objective 14

Increase the implementation of the Comprehensive School Counseling Program (CSCP) District framework from 50% to 80% by May 2027

Evaluation Data Source: Counselor 80/20 Tracking Form
Guidance Lesson implementation tracking

Strategy 1

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

Strategy's Expected Result/Impact: Informed decisions will be made with input from multiple stakeholders regarding the needs of the district, and specifically, the Comprehensive School Counseling Program.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Strategy 2

2 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.

Strategy's Expected Result/Impact: District guidance lessons and associated data analysis will support improved student outcomes related to academics, attendance, and behavior through targeted instruction and progress monitoring

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

October

January

March

May

Performance Objective 15

Increase the percentage of students receiving MTSS Behavior plans to 20% districtwide during the 2026-2027 school year through strengthened identification processes, Tier 2 behavior interventions, and consistent campus implementation of MTSS Behavior supports.

Evaluation Data Source: FOCUS fidelity checks, Focus PMP Plans

Strategy 1 Results Driven Accountability

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: Increased consistency and fidelity of MTSS-Behavior implementation across campuses through targeted coaching, on-site support, and ongoing problem-solving assistance. High-needs campuses will strengthen behavior intervention practices, data-driven decision-making, and Tier 1 and Tier 2 behavior systems aligned with district expectations.

Staff Responsible for Monitoring: MTSS Behavior Coordinator

Funding Sources: Coordinator and Specialist Positions IDEA-B, \$210,000

Formative Reviews

October

January

March

May

Strategy 2

Monitor district-level data related to MTSS Behavior referral plans and documentation practices to identify trends, implementation gaps, and campus needs. Use data findings to provide targeted coaching, technical assistance, and individualized support to campuses demonstrating low implementation fidelity or poor documentation rates in order to strengthen compliance, intervention quality, and consistency in MTSS Behavior practices across the district.

Strategy's Expected Result/Impact: Increased consistency, compliance, and quality of MTSS Behavior implementation across the district through ongoing data monitoring, targeted coaching, and individualized campus support. Campuses will strengthen behavior documentation practices, intervention fidelity, and data-driven problem-solving processes aligned with district expectations.

Staff Responsible for Monitoring: MTSS Behavior Coordinator

Funding Sources: FOCUS MTSS MODULE State Comp Ed, \$33,000

Formative Reviews

October

January

March

May

Performance Objective 16

100% of ECISD Emergent Tree campuses demonstrate inconsistent implementation of Tier 1 behavior practices, resulting in variability in campus-wide expectations, student behavior supports, staff responses to behavior, and overall fidelity of the district's Tier 1 behavior framework.

Evaluation Data Source: District Discipline and Referral Data; ET data

Strategy 1 Results Driven Accountability

Continue scaling and strengthening Tier 1 behavior practices across all 14 Cohort 1 Emergent Tree campuses during the 2026-2027 school year through ongoing professional learning, coaching, and implementation support. Supports will include three in-person trainings, two virtual coaching sessions, and two on-site coaching visits focused on improving Tier 1 fidelity, campus-wide behavior systems, and consistent implementation of Emergent Tree practices. Three MTSS Behavior Specialists will provide personalized coaching, data review, and targeted support for each campus within the cohort to address individual campus needs and strengthen long-term sustainability of Tier 1 behavior systems.

Strategy's Expected Result/Impact: Increased Tier 1 behavior implementation fidelity and long-term sustainability across all Cohort 1 Emergent Tree campuses through ongoing coaching, professional learning, and targeted campus support. Campuses will strengthen campus-wide behavior systems, improve consistency in Tier 1 practices, and enhance data-driven behavior problem-solving aligned with district MTSS Behavior expectations.

Staff Responsible for Monitoring: MTSS Behavior Coordinator

Funding Sources: Emergent Tree Framework IDEA-B, \$30,000

Formative Reviews

October

January

March

May

Strategy 2 Results Driven Accountability

Begin piloting Emergent Tree Tier 1 behavior practices at 15 additional campuses during the 2026-2027 school year. Supports will include three in-person trainings, two virtual coaching sessions, and two on-site coaching visits focused on improving Tier 1 fidelity, campus-wide behavior systems, and consistent implementation of Emergent Tree practices. Three MTSS Behavior Specialists will provide personalized coaching, data review, and targeted support for each campus within the cohort to address individual campus needs and strengthen long-term sustainability of Tier 1 behavior systems.

Strategy's Expected Result/Impact: Increased district capacity and consistency in Tier 1 behavior implementation through the expansion of Emergent Tree practices to 15 additional campuses. Campuses will strengthen campus-wide behavior systems, improve Tier 1 implementation fidelity, and build sustainable, data-driven behavior support practices through ongoing coaching, professional learning, and targeted MTSS Behavior support.

Staff Responsible for Monitoring: MTSS Behavior Coordinator

Funding Sources: Emergent Tree Framework IDEA-B, \$254,000

Formative Reviews

October

January

March

May

Performance Objective 17

Decrease expenditures by 20% through budget process while also staying within budget throughout the year. Living within our means.

Evaluation Data Source: Tyler Munis - ERP

Strategy 1 Results Driven Accountability

Reduce FY25-26 expenditures for year end closeout to decrease deficit and maintain fund balance.

Strategy's Expected Result/Impact: Reduced FY25-26 year-end expenditures, resulting in a decreased projected deficit and improved fund balance position.

Staff Responsible for Monitoring: Director of Accounting & Finance, Assistant Director of Accounting, Assistant Director of Finance, Director of Purchasing

Formative Reviews

October

January

March

May

Strategy 2 **Results Driven Accountability**

Decreased nonpayroll budget by 15% through the Zero-Based Budget process for FY26-27

Strategy's Expected Result/Impact: Achieve a districtwide 15% reduction in non-payroll budgets for FY26-27, aligning expenditures with projected revenue and improving financial sustainability.

Staff Responsible for Monitoring: Director of Accounting & Finance, Assistant Director of Accounting, Assistant Director of Finance, and Director of Purchasing

Formative Reviews

October

January

March

May

Strategy 3

Throughout FY27, work to maintain or reduce budgeted expenditures in GF. Utilize other funding sources if applicable.

Strategy's Expected Result/Impact: Maintain or further reduce General Fund expenditures throughout FY26-27, minimizing budget variance and increasing use of alternative funding sources to offset operating costs.

Staff Responsible for Monitoring: Director of Accounting & Finance, Assistant Director of Accounting, Assistant Director of Finance, and Director of Purchasing

Formative Reviews

October

January

March

May

Performance Objective 18

By the end of the 2026-2027 school year, ECISD will pilot the Family Engagement Framework at five (5) schools that participated in the committee work. To include necessary profession learning for leaders and family liaisons, and the development of forms, guides, and surveys.

Strategy 1

The family engagement committee will remain intact to meet a minimum of three times during the year 2026-2027 to refine and revise the plan as needed.

Strategy's Expected Result/Impact: We would expect the engagement committee to monitor the implementation of the pilot program. Oversee, monitor and play a role in the review of award. The execution of the award and the distribution of the end of year survey. Review and evaluate all steps before it scaled districtwide.

Staff Responsible for Monitoring: Development Director

Formative Reviews

October

January

March

May

Strategy 2

Pilot a monthly award to 5 schools to recognize and reward employees who demonstrate high levels of meeting the needs of students and families.

Strategy's Expected Result/Impact: Improved morale across campus members and stronger allegiance amongst families. Measuring instrument will be Panorama Survey.

Staff Responsible for Monitoring: Development Director

Formative Reviews

October

January

March

May

Strategy 3

Work with panorama to develop a parent satisfaction survey to be given at the end of 2026-2027 school year.

Strategy's Expected Result/Impact: To establish a baseline of parental engagement and use this survey annually to set goals.

Staff Responsible for Monitoring: Development Director

Formative Reviews

October

January

March

May

Performance Objective 19

The Athletic Department will reduce turnover among coaches with 0-2 years of experience by 4% by May 2027.

Evaluation Data Source: Staff Retention Tracking, and Feedback Surveys

Strategy 1

New Coaches Professional Development 1/2 Day Session to welcome, connect, and ensure alignment with "The ECISD Way"

Strategy's Expected Result/Impact: The expected result of this strategy is to build strong relationships, establish clear expectations, and ensure all new coaches are aligned with the values, culture, and operational standards of "The ECISD Way."

Staff Responsible for Monitoring: Athletic Department with support from Talent Development in PD Planning

Formative Reviews

October

January

March

May

Strategy 2

Quarterly New Coaches Check-Ins, as well as monthly teacher feedback and support surveys

Strategy's Expected Result/Impact: The expected result of this strategy is to provide ongoing support, improve communication and accountability, and promote the successful transition, growth, and retention of new coaches within ECISD Athletics.

Staff Responsible for Monitoring: Athletic Department with Shared Data to Athletic Coordinators

Formative Reviews

October

January

March

May

Strategy 3

0-1 Coaches Academy: 4 sessions, 2 per semester, targeted at supporting new coaches with skills, knowledge, and effective strategies to be successful in coaching and education

Strategy's Expected Result/Impact: The expected result of this strategy is to equip first- and second-year coaches with the knowledge, skills, support, and confidence needed to be successful educators, leaders, and representatives of ECISD Athletics.

Staff Responsible for Monitoring: Athletic Department with support of campus athletic staff

Formative Reviews

October

January

March

May

Strategy 4

Continued Growth Opportunities: Provide every Head Coach at the High School level with the opportunity to attend a Professional Development Clinic that would benefit them in their role.

Strategy's Expected Result/Impact: The expected result of this strategy is to enhance leadership capacity, professional growth, and program effectiveness by providing high school head coaches with meaningful professional development opportunities that support success in their roles.

Staff Responsible for Monitoring: Athletic Department with support from Title IV Funding

Funding Sources: Title IV, \$12,000

Formative Reviews

October

January

March

May

Performance Objective 20

Decrease the percentage of technology support problem tickets that are device damage/repair-related from 71.8% to 60.0% for ECISD student and staff devices by May 2027.

Evaluation Data Source: GetHelp / help desk problem ticket reporting.

Strategy 1

Implement a consistent device-care readiness process for both students and staff by delivering a short device handling/care training module and requiring a student/parent (and staff, when applicable) acknowledgement/sign-off prior to device issuance, so expectations are clearly communicated and reinforced before devices leave inventory.

Strategy's Expected Result/Impact: Clear, consistently reinforced expectations before devices leave inventory, reducing preventable handling-related damage and repeat repairs.

Staff Responsible for Monitoring: Technology Support

Formative Reviews

October

January

March

May

Strategy 2

Strengthen tracking and decision-making by ensuring required asset tag / device identifier fields are present and captured so damage/repair tickets can be reliably tied to specific devices, and apply consistent ticket categorization to better identify patterns (damage types, locations, contributing workflow issues) and focus prevention efforts where they will reduce damage-related ticket volume most.

Strategy's Expected Result/Impact: More accurate, actionable reporting on device damage drivers (by device/campus/category), enabling targeted interventions that reduce the share of damage/repair tickets over time.

Staff Responsible for Monitoring: Technology Support

Formative Reviews

October

January

March

May

Strategy 3

Reduce repeat incidents and downtime by developing and deploying a unified technician training packet and standardized procedures (so repairs and triage are handled consistently across supervisors/teams), and by improving warranty awareness/routing to ensure eligible repairs move through the correct process quickly--especially as warranty and pricing pressures increase.

Strategy's Expected Result/Impact: More consistent repair outcomes and fewer repeat repairs due to standardized troubleshooting/repair procedures and training across teams.

Staff Responsible for Monitoring: Technology Support

Formative Reviews

October

January

March

May

Performance Objective 21

Decrease annual employee turnover in the ECISD Police Department from 9% to 5% by August 2027 while maintaining staffing stability.

Evaluation Data Source: Staffing reports, vacancy reports, applicant tracking data, turnover data, overtime reports

Strategy 1

Continue aggressive recruitment efforts to immediately fill vacant positions with qualified candidates.

Strategy's Expected Result/Impact: Maintain 100% staffing to meet state mandate.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

October

January

March

May

Strategy 2

Expand employee recognition, wellness, peer support, and morale initiatives to improve retention.

Strategy's Expected Result/Impact: To maintain officers within the department ensuring knowledge and experience of each officer continues to grow and provide better service to all stakeholders.

Staff Responsible for Monitoring: Captain

Formative Reviews

October

January

March

May

Strategy 3

Conduct ongoing salary and benefits comparisons with regional law enforcement agencies to remain competitive.

Strategy's Expected Result/Impact: Maintain retention of experienced officer and lower cost of replacing and training new inexperienced officers.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

October

January

March

May

Strategy 4

Provide all resources and materials to safely equip all ECISD police officers. Provide training on all resources and materials to ensure officers' overall safety and well-being.

Strategy's Expected Result/Impact: Provide modern equipment that will protect and assist officers in safety and quality of service delivered.

Staff Responsible for Monitoring: Captain

Funding Sources: Body cameras, vehicle cameras, and staff training. State Grant, \$310,000

Formative Reviews

October

January

March

May

Strategy 5

Additional staffing will provide consistent support to campus administrators and staff.

Strategy's Expected Result/Impact: Employee satisfaction rate will improve.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

October

January

March

May

Performance Objective 22

Increase Effectiveness and Efficiencies in District Operations to 100% of the departments will demonstrate improvements in effectiveness and efficiency by May 2026.

Evaluation Data Source: ECISD generated monitoring tools -ECISD Operations Department Goal Progress Monitoring Document and Operations SMART Goals 2026-2027.

Strategy 1

Gather and desegregate the data collected from August 2026-May 2027 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 2027- December 2027. 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: Executive Director of Operations

Funding Sources: General Local Funding Local, , Bond Funding Bond Funds,

Formative Reviews

October

January

March

May

Performance Objective 23

Review Long Range Master Facility Plan (LRFMP) created by PBK by July 2027 and establish a functioning, LRFMP committee by September 2027.

Evaluation Data Source: Updated Facility Condition Assessment, Updated Demographic Study, Updated Educational Specifications

Strategy 1

Director of Operations, Executive Director, and Chief of Operations will meet twice per month 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: ED of Operations

Formative Reviews

October

January

March

May

Strategy 2

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, Chief of Operations

Funding Sources: local funds for facility condition assessment, demographic study Local,

Formative Reviews

October

January

March

May

Performance Objective 24

Increase awareness of district data systems from an unknown percentage to 80% by May of 2026.

Strategy 1

Implement and administer a staff data access survey to understand how, when, and where staff across roles (district and campus) access data, for what purposes, and with what level of fidelity. Administer survey at BOY and EOY to determine growth.

Strategy's Expected Result/Impact: Use the survey to determine current levels and next steps.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Strategy 2

Establish a "source of truth" and data purposes document for various data sources and common metrics within the district. Disseminate the document to district and campus leaders to improve data access.

Strategy's Expected Result/Impact: To improve data access in the district.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Strategy 3

Create a data literacy inventory to determine levels and needs across data literacy domains and competencies. Administer data literacy inventory once by EOY 26-27.

Strategy's Expected Result/Impact: Improve data literacy in the district.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Strategy 4

Evaluate existing data systems for duplicated efforts, compliance, and recommendations for removal or new needs by January 2027 in time for district budgeting processes.

Strategy's Expected Result/Impact: Reduce duplicated efforts and spending.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Strategy 5

Audit data system users to determine who has access and who needs access to ensure data is accessible to decision makers and interventionists to best support campuses and student learning outcomes.

Strategy's Expected Result/Impact: Streamline district access.

Staff Responsible for Monitoring: Coordinator of Performance Reporting

Formative Reviews

October

January

March

May

Performance Objective 25

Discipline management, including unwanted physical or verbal aggression and sexual harassment.

Evaluation Data Source: Discipline referrals that focus on fights, bullying reports, and sexual harassment incidents. Climate survey results regarding safety and respect.

Strategy 1

Provide annual training for all staff on behavior management, de-escalation strategies, Title IX requirements, bullying prevention, trauma-informed practices, and mandatory reporting procedures.

Strategy's Expected Result/Impact: Reduction in office discipline referrals, fights, bullying reports, and sexual harassment incidents

Staff Responsible for Monitoring: Campus Administration, EDL

Formative Reviews

October

January

March

May

Strategy 2

Monitor discipline data monthly to identify trends, disproportionality, repeat behaviors, and campuses/students needing additional support

Strategy's Expected Result/Impact: Reduction in repeat behavior incidents among identified students

Staff Responsible for Monitoring: Campus administration, EDL

Formative Reviews

October

January

March

May

Performance Objective 26

Increase visibility and awareness of the roles and responsibilities of peace officers for students, staff, counselors, and parents across secondary campuses by the end of the 2025-2026 school year.

Evaluation Data Source: District collected data, monthly threat assessment meeting data

Strategy 1

Continue maintaining and updating information regarding the roles and responsibilities of peace officers on the ECISD website and within the Student Code of Conduct to increase accessibility and awareness for students, parents, and staff.

Strategy's Expected Result/Impact: Increased accessibility to clear and consistent information regarding the roles and responsibilities of peace officers, school resource officers, and security officers will improve awareness, transparency, and understanding among students, parents, and staff across ECISD.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

October

January

March

May

Strategy 2

Add information regarding the duties and supportive role of peace officers on the ECISD Employee

Handbook to increase staff awareness and understanding across campuses.

Strategy's Expected Result/Impact: Including information regarding the duties and supportive role of peace officers, school resource officers, and security officers in the ECISD Employee Handbook will strengthen staff awareness, promote consistency in understanding campus safety roles, and support clearer communication across campuses.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

October

January

March

May

Strategy 3

Increase community engagement and visibility by participating in at least nine community events throughout the school year and conducting monthly threat assessment meetings on each secondary campus, with a minimum of nine meetings held per campus annually.

Strategy's Expected Result/Impact: Increasing participation in community events and conducting consistent threat assessment meetings will strengthen community relationships, improve campus communication and collaboration, and increase awareness and visibility of campus safety supports across ECISD.

Staff Responsible for Monitoring: Chief of Police

Funding Sources: Local,

Formative Reviews

October

January

March

May



Board Goal Tables

RDA Strategies

Board Goal	Performance Objective	Strategy	Description
1	1	1	ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Social Studies.
1	1	2	ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Social Studies.
1	2	1	ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Reading
1	3	1	Campus support to assist with the implementation of the New ELPS K-12, which includes Content Based Language Instruction (CBLI) methodology through professional learning.
1	3	2	Accelerate English language development for emergent bilingual students through the use of Summit K12. Summer learning opportunities for targeted emergent bilingual groups and grade levels.
1	3	3	Support the implementation of the English language development curriculum adopted for PK-5 grades.
1	4	1	Create a system to track and monitor the academic performance of EB students at the district, campus, and teacher level.
1	7	1	ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Science.
1	7	2	ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Science.
1	8	1	ECISD Special Services Department will develop an aligned Special Instructional Framework with ECISD Instructional Framework in the area of Math.
1	8	2	ECISD Special Services Department will develop training of what specially designed instruction is for all general education and special education teachers in the area of Math.
1	11	1	Campus leaders will implement and monitor weekly instructional leadership systems by calendaring and conducting protected lesson plan reviews, classroom walkthroughs, and coaching cycles focused on TEKS alignment, rigor, checks for understanding, and aggressive monitoring in instruction for grades 3-5. Administrators will provide actionable feedback with follow-up monitoring to ensure implementation fidelity.
1	12	1	ECISD Special Services Department will provide training to 100% of dyslexia instructional and intervention staff will complete annual professional development in structured literacy and dyslexia support practices.
1	12	2	ECISD Special Services Department will conduct campus fidelity checks will show at least 100% implementation of required dyslexia intervention components with the Take Flight Dyslexia Resource.

1	13	1	The Academics team will Provide and maintain access to district-approved, TEKS-aligned high-quality instructional materials, instructional platforms, digital resources, and assessment-aligned tools through EduHub; provide teacher and leader training on effective implementation, planning, instructional use, progress monitoring, and alignment to STAAR/EOC expectations across all tested content areas.
4	1	1	Continue to monitor and evaluate current employee Individualized Certification Plans and implement Individualized Certification Plans for new hires to ensure information, accountability, and support in obtaining their teaching certification.
4	7	1	Monitor certification progress and provide targeted support for district uncertified teachers.
4	7	2	Strengthen and increase participation in the PREP Teacher Apprenticeship Program and Grow-your-Own educator pathway.
4	8	1	Expand and continue implementation of LAUNCH induction supports for NOVICE teachers.
4	8	2	ECISD will provide a New Teacher Orientation in July, 2026 to ensure a strong start for novice teachers.
4	8	3	Novice Teachers will be supported by certified classroom mentors.
5	8	1	Incorporate a new Entrance and Exit Survey and share data results with cabinet members on a quarterly basis.
5	8	2	Review and update job descriptions to ensure employee and employer performance expectations are aligned.
5	13	1	Support campuses serving Emergent Bilingual (EB) students by facilitating TEA T3 Family Engagement Meetings for families throughout the school year and the English Language Development Academy for parents.
5	15	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	16	1	Continue scaling and strengthening Tier 1 behavior practices across all 14 Cohort 1 Emergent Tree campuses during the 2026-2027 school year through ongoing professional learning, coaching, and implementation support. Supports will include three in-person trainings, two virtual coaching sessions, and two on-site coaching visits focused on improving Tier 1 fidelity, campus-wide behavior systems, and consistent implementation of Emergent Tree practices. Three MTSS Behavior Specialists will provide personalized coaching, data review, and targeted support for each campus within the cohort to address individual campus needs and strengthen long-term sustainability of Tier 1 behavior systems.
5	16	2	Begin piloting Emergent Tree Tier 1 behavior practices at 15 additional campuses during the 2026-2027 school year. Supports will include three in-person trainings, two virtual coaching sessions, and two on-site coaching visits focused on improving Tier 1 fidelity, campus-wide behavior systems, and consistent implementation of Emergent Tree practices. Three MTSS Behavior Specialists will provide personalized coaching, data review, and targeted support for each campus within the cohort to address individual campus needs and strengthen long-term sustainability of Tier 1 behavior systems.
5	17	1	Reduce FY25-26 expenditures for year end closeout to decrease deficit and maintain fund balance.



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

Bond Funds

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	22	1	Bond Funding	--	\$0.00
Sub-Total					\$0.00

IDEA-B

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Time	--	\$48,000.00
1	1	2	Time for training	--	\$3,000.00
1	9	1	SameGoal for MTSS	--	\$15,000.00
1	12	1	Training time	--	\$0.00
1	12	2		--	\$0.00
5	15	1	Coordinator and Specialist Positions	--	\$210,000.00
5	16	1	Emergent Tree Framework	--	\$30,000.00
5	16	2	Emergent Tree Framework	--	\$254,000.00
Sub-Total					\$560,000.00

Local

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	22	1	General Local Funding	--	\$0.00
5	23	2	local funds for facility condition assessment, demographic study	--	\$0.00
5	26	3		--	\$0.00
Sub-Total					\$0.00

State Comp Ed

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		--	\$312,000.00
1	10	1	FOCUS MTSS MODULE, TITLE FUNDS - MTSS A Coordinator Position	--	\$123,000.00
1	10	2	FOCUS MTSS MODULE, TITLE FUNDS - MTSS A Coordinator Position	--	\$123,000.00
1	13	1	Discovery ED Techbook	--	\$28,000.00
1	13	1	DBQ Online	--	\$25,200.00
1	13	1	Curriculum Associates - iReady Platform	--	\$10,818,685.00
1	13	1	Curriculum Associates - iReady Platform and Training	--	\$103,200.00
1	13	13		--	\$0.00
1	13	14		--	\$0.00
1	13	15		--	\$0.00
3	1	1		--	\$0.00
3	1	3		--	\$0.00
3	6	1		--	\$0.00
3	6	2		--	\$0.00
3	6	3		--	\$0.00
3	7	1		--	\$0.00
3	7	2	Planners	--	\$0.00
4	2	1	SAS Counselors	--	\$0.00
4	2	3		--	\$0.00
4	10	1	Drop Out Specialists, Social Service Specialists, Lead Social Worker and Director of Student Support Services	--	\$520,000.00
4	12	1	Social Service Specialists and Drop Out Specialists	--	\$520,000.00
5	15	2	FOCUS MTSS MODULE	--	\$33,000.00
				Sub-Total	\$12,606,085.00

Title One Homeless

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	10	1	McKinney Vento Specialists	--	\$240,000.00
4	11	2	McKinney Vento Specialists	--	\$240,000.00
4	11	3	TEHCY Grant Funded Positions- McKinney Vento Grant Coordinator, McKinney Vento Specialists (3)	--	\$240,000.00
4	12	1	Title 1: Homeless Specialist	--	\$80,000.00
Sub-Total					\$800,000.00

Title One Instructional Continuity

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	13	1	Vernier - PD	--	\$30,000.00
1	13	1	Saxon Phonics New and Refill	--	\$351,369.00
1	13	1	Vernier	--	\$321,750.00
1	13	1	Phonics Pilot - Magnetic and Mosiaco	--	\$150,000.00
1	13	1	Discovery Ed Experience	--	\$72,376.00
1	13	1	Lonestar	--	\$186,950.00
2	2	1	AOL - My Math & My Reading Academy	--	\$136,224.00
2	2	1	AOL - My Math & My Reading Academy - PD	--	\$5,000.00
Sub-Total					\$1,253,669.00

Title One School- Improvement

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	13	1	Exploros - SS PD	--	\$2,500.00
1	13	1	Exploros - SS	--	\$87,579.00
2	1	1	Title 1 Funds: IXL	--	\$100,000.00
4	7	3	Supplemental funding for Teacher Residents as per campus Opportunity Culture plans	--	\$0.00
Sub-Total					\$190,079.00

Title Two Professional Development

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	11	3	Darryl Williams / Get Better Faster	--	\$149,000.00
1	11	4	Guest Presenter Funds	--	\$0.00
1	13	2	Coordinator	--	\$0.00
1	13	3	Coordinator	--	\$0.00
1	13	4	Coordinator	--	\$0.00
1	13	5	Coordinator	--	\$0.00
1	13	6	Coordinator	--	\$0.00
1	13	7	Coordinator	--	\$0.00
1	13	8	Coordinator	--	\$0.00
1	13	9	Coordinator	--	\$0.00
1	13	10	Coordinator	--	\$0.00
1	13	16	Teacher University	--	\$0.00
4	7	1	2 Talent Development Specialists	--	\$0.00
4	8	2	Funding for New Teacher Orientation	--	\$0.00
4	9	1	Public Impact	--	\$85,877.00
4	9	1	Talent Development Coach	--	\$0.00
4	9	3	Darryl Williams training	--	\$149,875.00
				Sub-Total	\$384,752.00

Title Three Bilingual/ ESL

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	\$25,000.00
1	3	2		--	\$15,000.00
1	3	3		--	\$300,000.00
5	13	1		--	\$135,000.00
				Sub-Total	\$475,000.00

Title IV

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	10	1	Social Worker	--	\$85,000.00
4	12	1	Title IV: Social Worker	--	\$85,000.00
4	19	1		--	\$46,532.68
5	19	4		--	\$12,000.00
				Sub-Total	\$228,532.68

State Grant

Board Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	8	1	AP CSP Supports	--	\$18,000.00
4	13	1		--	\$500,000.00
4	13	2		--	\$14,000.00
5	21	4	Body cameras, vehicle cameras, and staff training.	--	\$310,000.00
				Sub-Total	\$842,000.00