

***Elgin Early College High School
&
Pathways in Technology Early College High School***

STRATEGIC Priorities for 2025-2026

Objective 1: ECHS: Meet TEA blueprint designation requirements in all three areas: Access, Attainment, Achievement	
Previous Outcome: ECHS did not meet Access Outcome-Based Measure Criteria for designation in 2025-2026, specifically the Economically Disadvantaged rule by 2.1%.	Action Steps: 1. Request a student indicator report for 8th graders from PEIMS Coordinator to plan for targeted recruitment in September. 2. Request a student indicator report for 8th-grade applicants in March to confirm the percentage rate between campus and district enrollment for the targeted student population and TEA designation requirements. 3. Submit ECHS enrollment rosters/updates to PEIMS Coordinator in July, September, and October of high school year one to ensure student data is correct and TEA designation requirements are met.
Objective 2: ECHS: Meet TEA blueprint distinction requirements in all three areas: Access, Attainment, Achievement	
Previous Outcome: ECHS did not meet Access Outcome-Based Measure Criteria for distinction in 2025-2026, specifically the Emergent Bilingual Students (9-12)	Action Steps: 1. Request a student indicator report for 8th graders from PEIMS Coordinator to plan for targeted recruitment in September. 2. Request a student indicator report for 8th-grade applicants in March to confirm the percentage rate between campus and district enrollment for the targeted student population and TEA distinction requirements. 3. Submit ECHS enrollment rosters/updates to PEIMS Coordinator in July, September, and October of high school year one to ensure student data is correct and TEA distinction requirements are met.
Objective 3: ECHS: Meet TEA blueprint designation requirement of Persistence of 75%.	
Previous Outcome: ECHS did not meet Persistence Outcome-Based Measure Criteria by 21.5%	Action Steps: 1. Use TSI data-driven instruction to plan for individualized small group instruction for those needing TSI ELAR. 2. Train teachers and staff and follow through on the Grade Check Form process to catch struggles early and start interventions. 3. Track attendance and behavioral issues by collaborating with EHS Administrators on student persistence data. 4. Employ short-term Student Contracts instead of Long-Term so goals seem attainable and within reason.

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Objective 4:

P-TECH: 40% or more of students meet College Readiness benchmarks in Mathematics and Reading by graduation.

Previous Outcome: P-TECH only met this requirement with 14.3% in the Outcome-Based Measure Criteria for designation in 2025-2026

Action Steps:

1. Keep Freshmen in PCC1-TSI during the fall semester to work on TSI skills and test frequently.
2. Communicate the importance of this goal to all stakeholders, including parents and professors, on a regular basis.
3. Provide students and parents/guardians with strategies and resources to support their student.

Objective 5:

P-TECH: Enhance the internship experience for junior students by revitalizing the work-based learning curriculum and expanding exposure to diverse pathways within Advanced Manufacturing beyond traditional welding.

Previous Outcome: Last year, students participated in only five visits, which lacked clear structure, an aligned curriculum, and purposeful application.

Action Steps:

1. Collaborate and redesign the work-based learning curriculum with Industry Partner representatives.
2. Create a Scope and Sequence for the WBL Internship experience.
3. Integrate intentional soft skills competencies and practice to cultivate welders who are not only technically proficient but also well-rounded and prepared to contribute effectively to the workforce.

Objective 6:

Curriculum: Enhance and restructure the Pathway to College and Careers (PCC) Scope and Sequence, curriculum, and Unit Overviews

Previous Outcome: The curriculum framework for the Pathways to College & Career (PCC) course needed adjustments and alignment to TEA Blueprint requirements.

Action Steps:

1. Collaborate and rewrite the curriculum with PCC1 teacher input and contributions.
2. Update resources to support blueprint requirements and PCC TEKS.
3. Review and provide professional development on the curriculum and instructional ideas, and support.

Objective 7:

College Readiness: 60% or more of the freshman cohort passes the TSI ELAR test by the end of their first semester and start ACC in January.

Previous Outcome: An average of 35% of students passed TSI ELAR by the end of Freshman year for the past 7 years.

Action Steps:

4. Conduct weekly PLCs with PCC 1 teacher to collaborate on content and objectives of the week.
5. Use data-driven instruction to plan for upcoming lessons or individualized small group instruction.
6. Train students on how to identify and utilize individual score reports from Accuplacer for study tips.